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Enterprenurship Learning with Car Free Day in Accounting Service Teacher Training

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Abstract

The threat of a global economic recession and the many cases of termination of employment relations make people to innovate in global competition, one of these innovations can be implemented with entrepreneurial practices on car-free days in entrepreneurship practices. This study aims to examine the factors that influence the interest of accounting education students to practice entrepreneurship on car-free days in entrepreneurship practice. These factors are in the form of critical thinking, start-up innovation, entrepreneurial learning outcomes, and the ability to see opportunities as independent variables towards entrepreneurial interest as the dependent variable with entrepreneurship as an intervening variable. This study used quantitative research methods, while the data collection technique was carried out by means of a questionnaire with a Likert scale and a literature study. The population in this study were accounting education students at the Muhammadiyah University of Surakarta, The required sample size for this study is 71 students based on the Slovin's formula with a critical value of 10%. The samples were taken using a random sampling technique. The analysis of this research uses IBM SPSS AMOS 26 with a path analysis approach. The results of the study show that the car-free day program allows students to develop their critical thinking and problem-solving skills, and gain new insights and ideas from successful entrepreneurs. The car-free day program's impact is beneficial in increasing students' interest in entrepreneurship and encouraging them to start their own business ventures. The implications of this research are used as input for teachers and prospective teachers. Self-improvement is related to the teaching that has been done and the method of student achievement that has been achieved by paying attention to proper learning and student motivation to increase interest in entrepreneurship.

Keywords: *Entrepreneurship learning, Car-free day, Accounting pre-service teacher*

Introduction

Entrepreneurship education has become an essential component of education worldwide, as it helps to create and sustain economic growth, foster innovation, and encourage the development of new businesses. According to Carree & Thurik (2010), entrepreneurship education can help individuals create jobs and increase economic growth. In line with this, accounting education, which is aimed at providing students with the skills and knowledge needed for a successful

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accounting career, has started to incorporate entrepreneurship education into its curriculum. Entrepreneurship education can be seen as an effective tool for developing critical thinking skills, creativity, and problem-solving abilities, which are necessary for successful entrepreneurship (Fayolle & Gailly, 2015).

However, teaching entrepreneurship is not always an easy task. Often, students have a limited understanding of what entrepreneurship is and how it can benefit them. Additionally, they may lack practical experience in starting and running a business. To overcome these challenges, educators need to develop innovative approaches to entrepreneurship education that provide students with hands-on experiences and practical skills (Kuratko, 2005). One such approach is to incorporate car-free days into entrepreneurship education. Car-free days are days when cities close certain streets to automobile traffic, allowing pedestrians and cyclists to use them for recreational activities. Car-free days are an increasingly popular government policy aimed at promoting sustainable transport and reducing traffic congestion, air pollution, and carbon emissions. During car-free days, designated streets or areas are closed off to motorized traffic, allowing pedestrians, cyclists, and other non-motorized forms of transport to move around freely. This provides an opportunity for traders and entrepreneurs to showcase their goods and services, while also promoting sustainable lifestyles and behaviors.

The significance of car-free days in the context of entrepreneurship education lies in their potential to provide students with hands-on experiences and practical skills related to starting and managing a business. These days provide an opportunity for students to engage in entrepreneurship activities, such as selling goods and services or creating business plans. By doing so, students can gain practical experience in entrepreneurship, develop their critical thinking skills, and learn to see opportunities where others may not.

The car-free day is a car-free day program, and car-free day activities were first held in Indonesia in 2001 in Jakarta as an activity to spread the Earth Day campaign camp. The car-free day is packaged in such a way that micro, small, and medium enterprises (MSMEs) have entrepreneurial opportunities as part of the nation's economy. Because entrepreneurship (entrepreneurship) is an important issue in the economy of developing communities, including Indonesia (Mutiasari, 2018). Based on data from the Central Statistics Agency (BPJS), the ratio of the number of entrepreneurs in Indonesia is still 3.47% around 270 million people or only around 9 million people from the total population of Indonesia (Alkhaulani, 2022). According to (Suharti and Sirine, 2011) the number of young entrepreneurs in Indonesia is only around 0.18% of the total population still far behind compared to developed countries such as America which reach 11.5%, and Singapore which has 7.2% of young entrepreneurs from the total population. This problem shows that entrepreneurship is important for socioeconomics, so students need to provide entrepreneurship education.

Students have the opportunity to engage in real entrepreneurial learning by utilizing car-free days

through their experiences. According to Daryanto (2012), entrepreneurship is considered to be able only through direct experience in the field and is a talent brought from birth, so it can not be learned and taught. Nowadays entrepreneurship is not only a field affair, but is a discipline that can be learned and taught (entrepreneurship is not only born but also made), meaning that entrepreneurship is not only an innate talent from birth or field affairs, but can also be learned and taught. This entrepreneurial practice is also implemented in schools and universities, as an effort to provide soft skills to students and encourage them to immediately open jobs with insight and practical experience. The courage and confidence to learn directly about business practices is a progressive capital structure (Asmawan, 2017).

Furthermore, car-free days can provide a unique environment for entrepreneurship education. The lack of cars creates a more peaceful and relaxing environment, which can foster creativity and innovation. Additionally, car-free days often attract a diverse group of people, including families, tourists, and locals, which provides an opportunity for students to interact with different communities and gain a better understanding of their needs and wants. This creates a feedback loop for entrepreneurs to refine and improve their offerings based on customer feedback, leading to improved product-market fit and ultimately greater success in their entrepreneurial endeavors.

However, while there is some research on the benefits of entrepreneurship education, there is still a lack of research on the effectiveness of incorporating car-free days into entrepreneurship education. Therefore, this study aims to examine the impact of car-free days on entrepreneurship education in accounting pre-service teacher training. The study will investigate the factors that influence students' interest in practicing entrepreneurship on car-free days and how these factors relate to critical thinking, start-up innovation, and entrepreneurial learning outcomes. By doing so, this study will contribute to the development of effective and innovative approaches to entrepreneurship education.

Literature Review

Critical thinking

Critical thinking is one of the activities carried out in problem-solving, decision-making, persuading, analyzing assumptions, and conducting scientific research. Meanwhile, Ennis (2013) states that critical thinking is emphasizing the sensible and reflective mind used to make a decision.

Critical thinking indicators can make the boundary line clear according to Harris in Mustaji (2014), there are 13 indicators of critical thinking ability, namely (1) analytics, (2) convergent, (3) vertical, (4) probability, (5) judgment, (6) focused, (7) objective, (8) answer, (9) left brain, (10) verbal, (11) linear, (12) reasoning, (13) yes but. In this study, the indicators used in the questionnaire were analytics, probability, verbal, and linear.

Critical thinking is defined as the ability to objectively analyze and evaluate information in order to form a judgment or decision. It involves considering multiple perspectives, weighing evidence, and

making logical and informed conclusions. In the context of entrepreneurship, critical thinking is a valuable skill that allows individuals to assess business opportunities, identify potential risks, and develop effective strategies for success (Shane, 2009).

Start-up Innovation

A start-up is a business using an information technology base for its products. In funding his business, a start-up entrepreneur has his own characteristics. There are start-up entrepreneurs who use their own funds, there are also those who make capital loans to creditors or bank funds to run their businesses (Al yozika & Khalifah, 2017).

A startup can be interpreted as a business designed for rapid expansion. Growth is the main factor that is the foundation of start-up companies, therefore there is a need for innovation in it such as in the field of financial services to facilitate bookkeeping and payments.

According to Suryana (2014), innovation has several important features that include: (1) Innovation as an update: a new added value for its users of products, processes, or services. Innovation is always expressed in the form of technological solutions that are better accepted by society. (2) Innovation as change: in the form of transformation, a diffusion that leads to change. Innovation begins with a new process to produce new objects. (3) Innovation as excellence: product innovation, process, method, technology, and management. In the context of management, innovation refers to the creation of new forms of excellence. According to Maulida (2019), fintech which is an innovation in the field of financial or financial services is a financial innovation given a touch of modern technology. It could also mean segments in 19 startup worlds that help in maximizing the use of technology to sharpen, accelerate, and transform aspects of financial services. The process of measuring the performance of innovation, must first begin with the determination of performance indicators. The innovation performance indicators include classifying innovation performance indicators based on product innovation, marketing innovation, process innovation, and business performance (Rashin & Ghina, 2018), while (Julison, 2015) emphasizes the classification of indicators on inputs, processes, outputs, outcomes, impacts, feedback, and competitive advantages. In its development, concrete indicators for evaluating innovations are difficult to identify. Measuring indicators may depend on the relevant industry and innovation process. In this study, the indicators used in the questionnaire were to classify innovation performance indicators based on product innovation, marketing innovation, process innovation, and competitive advantage.

Start-up innovation in entrepreneurship refers to the creation and development of new products, services, or business models that are unique and disruptive to the market. It involves identifying gaps and opportunities in the market and developing creative solutions to meet the needs of customers (Chesbrough, 2010). Start-up innovation is essential for the success of new businesses as it helps them to differentiate themselves from existing competitors and gain a competitive advantage (Blank, 2013).

Entrepreneurship learning outcomes

The need for entrepreneurial learning outcomes is the only personality characteristic that has an important role in moderating and is dominantly studied in entrepreneurial research that can foster an entrepreneurial spirit (Chell, et al). The university level provides entrepreneurship education to improve the self-competence of students who have the skills to provide in the future to open business opportunities for themselves and the environment.

There are factors that can affect entrepreneurial learning outcomes, including the use of learning resources in the teaching and learning process. The use of learning resources in learning can increase student learning outcomes because, in the learning process, the delivery of student material will be more efficient and easy to understand (Andesta et al., 2021).

This entrepreneurial ability is the result of creative thinking with a series of innovative activities in order to create opportunities for success in business. Suryana (2008) explained that the entrepreneurial learning outcomes obtained by students are the result of a learning process that is influenced by all the variables that support the running of the learning process.

Entrepreneurship teaching materials include indicators: (1) able to set budgets and capital quickly, (2) able to calculate BEP and profit and loss, (3) able to analyze labor needs, calculate salaries, calculate income tax, plan labor development, (4) explain the meaning of business proposals, (5) know systematics in preparing business proposals, (6) mention the benefits of business proposals, (7) mention things that need to be considered in preparing proposals efforts, and (8) able to compile business proposals (Daswisapatri & Sibuea, 2013). In this study, the indicators used in the questionnaire were being able to set budgets and capital quickly, being able to calculate BEP and profit and loss and being able to analyze labor needs, calculate salaries, calculate income tax, and plan labor development.

Ability to see opportunities

Kizner (2000) argues that the opportunity for enterprises only requires a new way of making innovations based on the information that is already available, namely relief on how to use resources as efficiently as possible. According to Bygrave and Zacharakis (2011), a business opportunity is a combination of thinking and action to develop business ideas based on the market climate of the region/consumer environment.

Cashmere Theory (2009) as a basis for indicators that read: "The ability of entrepreneurs is entrepreneurs who are able to have an initiative and proactive attitude by daring to take risks, oriented towards achievements by having a commitment to various parties to run a business.

The ability to see opportunities in entrepreneurship refers to the capacity to identify potential business opportunities in the market or to recognize gaps and needs that can be addressed through entrepreneurial initiatives. This involves being able to think creatively and strategically, as well as being aware of current market trends and customer needs (Shane, 2003).

Entrepreneurial interests

According to Anwar (2017), entrepreneurial interest is a desire in individuals to manage their potential optimally so that they are useful in improving the standard of living in the future or in the future. According to Hidayatullah (2012), the factors that influence the interest in entrepreneurship are intrinsic and extrinsic factors. Intrinsic factors that can influence the interest in entrepreneurship are the need for income, motives, self-esteem, feelings of pleasure, and attention. Meanwhile, extrinsic factors that affect the interest in entrepreneurship are the community environment, opportunities, and education. Menurut (Yuhendri, 2015) says that interest in entrepreneurship can be measured by 1) making work choices; 2) feeling interested in entrepreneurship; 3) feeling good about entrepreneurship; 4) desire for entrepreneurship; 5) daring to take risks to achieve success. In this study, the indicators used in the questionnaire were feeling interested in entrepreneurship, feeling happy about entrepreneurship, and wanting to be entrepreneurial.

Entrepreneurship

Entrepreneurship is a process of individuals or groups independent of resources that have been mastered using organized method efforts in generating value and developing by meeting needs through creativity and originality (Robbin & Coulter as cited in Christian, 2013). Ajzen and Shapero's theory, entrepreneurship has 2 factors, namely (1) driving factors, namely family background, subjective norms, and achievement needs that encourage individuals to become entrepreneurs, and (2) attracting factors, namely the influence of entrepreneurship education, and economic conditions that attract entrepreneurial individuals.

Entrepreneurship is a risk-taking to run alone by taking advantage of opportunities to create new businesses or with innovative approaches so that the managed business develops into a large and independent business that does not depend on the government or other parties in facing all competitive challenges. The essence of entrepreneurship is risk-taking, self-running, seizing opportunities, creating new, innovative approaches, and being self-sufficient (Hadiyati, 2011). Baldacchino (2009) states that entrepreneurship is a creative and innovative ability that serves as a basis, tips, and resources to look for opportunities to succeed.

I believe entrepreneurship is confident, optimistic, committed, disciplined, and responsible; have initiative, full of energy, dexterous in action, and active; have a motive for achievement, orientation to results and foresight; have a leadership spirit, dare to be different, be trustworthy, and be tough in acting, dare to take risks calculatedly (Suryana, 2009). In this study, the indicators used in the questionnaire were orientation to the results and foresight; Having a leadership spirit, daring to be different, and can be reproached.

Hypothesis

H1: Critical thinking has a positive and significant effect on entrepreneurship

H2: Start-up innovation has a positive and significant effect on entrepreneurship

H3: Entrepreneurship learning outcomes have a positive and significant effect on entrepreneurial interest

H4: The ability to see opportunities has a positive and significant effect on entrepreneurship

H5: Entrepreneurship has a positive and significant effect on entrepreneurial interest

Method

Research design

The design in this study uses a survey design. This research uses quantitative research methods. According to (Sujarweni, 2014;39), quantitative research is a type of research that produces discoveries that can be achieved (obtained) using statistical procedures or other means of quantification (measurement).

Sampling and population

The population in this study were students of the Accounting education study program FKIP (Faculty of Teacher Training and Education) at Muhammadiyah University Surakarta, This study has a population of 245 students. The required sample size for this study is 71 students based on the Slovin's formula with a critical value of 10%. Sampling was carried out by random sampling. Data collection techniques are carried out by questionnaires with a Likert scale and literature studies through google form media.

Instrument and Procedure

This study uses data collection techniques through online questionnaire distribution using Google Forms. The data needed in this study is primary data, which is obtained directly from respondents. The online questionnaire consists of 6 parts, as follows:

- Part I: Questions about interest in entrepreneurship
- Part II: Questions about entrepreneurship
- Part III: Questions about critical thinking
- Part IV: Questions about start-up innovation
- Part X: Questions about entrepreneurship learning outcomes
- Part XI: Questions about the ability to see opportunities

This study uses the Likert scale. The measurement of variables in this study uses 1-4 for each respondent's answer, divided into four categories:

- a) Disagree (D): score of 1

b) Somewhat Disagree (SD): score of 2

c) Agree (A): score of 3

d) Strongly Agree (SA): score of 4

Data analysis

The data was processed using a path analysis model and utilized SPSS Amos 26. This model was chosen because, among the independent variables with dependent variables, there is mediation that affects, free variables (independent) entrepreneurship, and entrepreneurial learning outcomes (mediation) while those who are bound (*dependent*) interest in entrepreneurship. Variables in this study include independent variables of critical thinking (X_1), start-up innovation (X_2), entrepreneurial learning outcomes (X_3), and the ability to see opportunities (X_4). Interest seeks to be a dependent variable symbolized by (Y), and a mediation variable i.e. Entrepreneurship symbolized by (M).

Results

Test Classical Assumptions

From the data obtained, this study has met the classical assumption test, as evidenced by several tests including:

- 1) Outlier is an observation condition where data has unique characteristics that can look very different or have extreme values to be able to detect outliers is to pay attention to the Mahalanobis Distance value (Halim, 2012). The outlier test shows the Mahalanobis Distance value at p_2 above 0.001 with the top p_2 value. The topmost outlier value is the smallest value so it can be ascertained that the next value is higher, this indicates that there is no outlier in the data obtained so that the research can continue.
- 2) The normality test shows that the critical skewness value ratio produces a normal distribution value because the range of -2.58 between 2.58 (Lubis & Mandiri, 2010) is worth 0.121, 0.105, -1.160, -0.041, 0.677, 0.692 with a multivariate normality test value of 2.264, so it can be said that this study meets the multivariate normality assumption test.
- 3) Multicholinerity evaluation in this study will also be studied by having criteria: determinant value away from the number 0 (Radjapati et al, 2018). The multicollinearity test showed a determinant value of 2690.452, where this number is far from the number 0, so the study said there was no problem of multicollinearity or singularity.
- 4) The linearity test shows the P value or significance if it is <0.50 (Makmur et al, 2020)

which is 0.000 this can be said that the attraction between variables has met the requirements as well as the linear nature.

5) Model Due Diligence.

Table 1: Model feasibility test results

	Estimate
M (Entrepreneurship)	,686
Y (Entrepreneurial Interest)	,441

Determining the accuracy of the model, this study uses the calculation of the relationship of *coefficient of determination* (R^2) of the R^2 two variable equations using the formula: $model = 1 - (1 - 1)(1 - 2)$ which produces a value of 0.824 or 82.4% so that it can be concluded on the contribution of the structural bond model of the six variables studied worth 82.4% for the deficiency explained in other variables that are not related in the model $.R^2R^2R^2$

Path Coefficient

In this study using path analysis techniques (*path analysis*) through the AMOS 26 program.

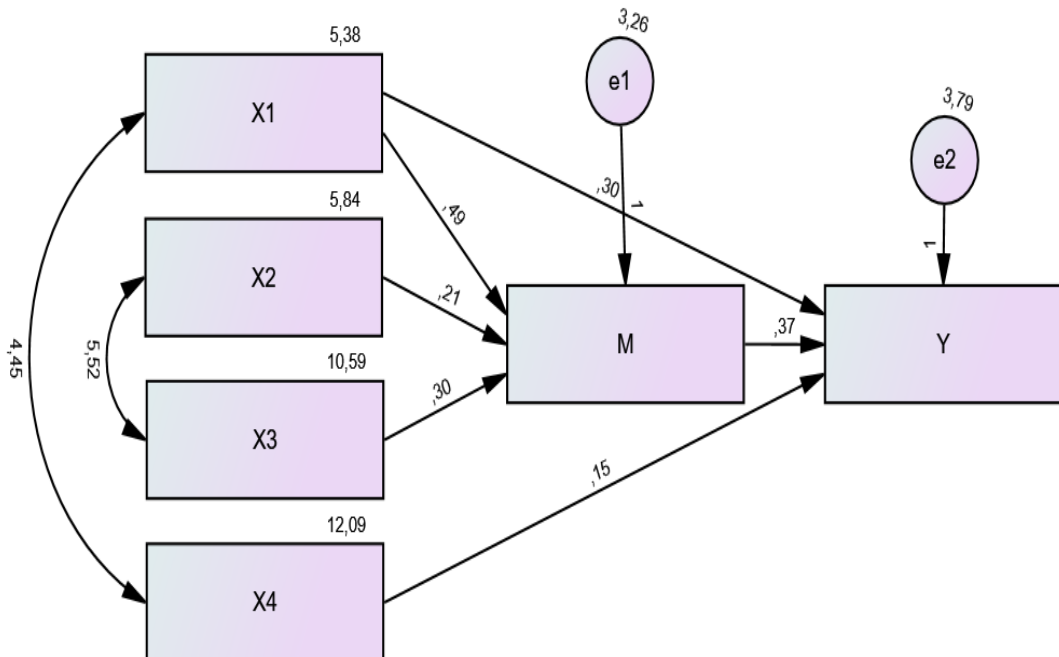


Figure 1: Model analysis results

From the results of the path analysis, it is known that the estimated value seen from the standardized regression weights table Table 2. *Results of Standardized Regression Weights*

Table 2. Results of Standardized Regression Weights

			Estimate
Enterprenurship	<---	Start Up Innovation	,199
Enterprenurship	<---	Critical Thinking	,449
Enterprenurship	<---	Entrepreneurship Learning Outcomes	,388
Entrepreneurship Interest	<---	Entrepreneurship	,362
Entrepreneurship Interest	<---	Critical Thinking	,269
Entrepreneurship Interest	<---	The ability to see opportunities	,206

Based on the results of the analysis in table 2, it can be concluded that there is a positive influence between the start-up innovation variables on *entrepreneurship* and the result of a coefficient of 0.199. There is a positive influence of critical thinking on entrepreneurship with a coefficient of 0.449. There is a positive influence of entrepreneurial learning outcomes on entrepreneurship with a coefficient of 0.388. There is a positive influence of entrepreneurship on entrepreneurial interests with a coefficient of 0.362. There is a positive influence of critical thinking on entrepreneurial interests with a coefficient of 0.269. There is a positive influence on the ability to see entrepreneurial interests and the result of a coefficient of 0.206 Cohen et al. (2018).

Coefficient of determination

Squared Multiple Correlations can be seen in table 1 which shows that there are: 1) The magnitude of the change in the entrepreneurship variable due to the contribution in all variables X₁, X₂, X₃ and X₄ of 0.686 or 68.6% and the remaining 31.4% which is explained in other variables that were not studied, 2) The magnitude of the change in the variable of entrepreneurial interest due to the contribution of the variables X₁, X₂, X₃ and X₄ of 0.441 or 44.1% and the remaining 55.9% described in other IABEL vars not studied.

Sobel Test

Table 3: Sobel Test X₁

Input			Test statistic	Std. Error	p-value
a	0.229	Sobel test	0.52280166	0.05168691	0.60111228
b	0.118	Aroian test	0.39285278	0.06878404	0.69442822
S _a	0.366	Goodman test	1.09245251	0.002473517	0.27469425
S _b	0.124				

In the results of the Sobel test to test the mediation of entrepreneurship variables, showing the p-value, critical thinking towards entrepreneurial interest (Y) in column a of 0.522 critical thinking (X₁) against entrepreneurship (M) in column b of 0.392 with a standard error a also showing a value of 0.300. This proves a significant influence and can prove the existence of media in full (fully

mediated) because it produces a P-value of > 0.05 between critical thinking about entrepreneurial interests and entrepreneurship as an intervening variable.

Table 4: Sobel Test X₂

Input			Test statistic	Std. Error	p-value
A	0.210	Sobel test	0.48177836	0.04794736	0.6299634
B	0.110	Aroian test	0.34989332	0.06602012	0.72641876
S _a	0.366	Goodman test	1.49345967	0.01546744	0.1353169
S _b	0.124				

Start-up innovation towards entrepreneurship (M) in column a is 0.481. Start-up innovation (X₂) on entrepreneurial interest (Y) in column b of 0.349 with error standard a also shows a value of 0.047, this proves a significant influence and can prove the existence of media in full (fully mediated) because it produces a p-value of > 0.05 between start-up innovations to the interest in entrepreneurship with entrepreneurship as an intervening variable.

Table 5: Sobel Test X₃

Input			Test statistic	Std. Error	p-value
A	0.304	Sobel test	0.52118314	0.04841292	0.6022392
B	0.083	Aroian test	0.3802347	0.06635901	0.7037712
S _a	0.366	Goodman test	1.49697008	0.01685538	0.13440104
S _b	0.124				

The results of learning entrepreneurship on entrepreneurship (M) in column a of 0.521 the results of learning entrepreneurship (X₃) on entrepreneurial interest (Y) in column b of 0.380 with the standard error a also show a value of 0.066. This proves a significant influence and can prove the existence of media in full (*fully mediated*) because it produces a P-value of > 0.05 between the ability to see opportunities for entrepreneurial interests and entrepreneurship as an intervening variable.

Test the hypothesis

Table 6: Hypothesis results

			Estimate	S.E.	C.R	P	Label
Entrepreneurship	<---	Start-Up Innovation	,210	,110	1,904	,057	par_2
Entrepreneurship	<---	Critical Thinking	,494	,103	4,820	***	par_3
Entrepreneurship	<---	Entrepreneurship Learning Outcomes	,304	,083	3,673	***	par_8
Minat trying	<---	Entrepreneurship	,366	,124	2,957	,003	par_1
Minat trying	<---	Critical Thinking	,299	,118	2,545	,011	par_4
Minat trying	<---	ability to see opportunities	,153	,090	1,704	,088	par_7

Based on table 4 of the hypothesis test, you can see the C.R. value of each hypothesis showing

variations in values. The existence of a critical thinking variable on entrepreneurship of 4,820 means that there is an influence of entrepreneurial learning outcomes on entrepreneurship. Then, the start-up innovation variable of 3,673 means that there is an influence of entrepreneurship on entrepreneurial interest, amounting to 2,957, and there is an influence of learning outcomes on the entrepreneurial interest of 2,545. In addition, there are two test results that do not specify that critical thinking on entrepreneurship of the probability value of the ratio of 1.904 in absolute value is 0.057, so the regression weight for X_2 on prediction M is insignificant.

Discussion

The Influence of Critical Thinking on Entrepreneurial Interests

The results of this study prove that critical thinking has an insignificant effect on entrepreneurial interest, this is because the many benefits felt by students who study entrepreneurship increasingly affect students' thinking patterns regarding entrepreneurship. This is because it is based on the respondent's answer, where entrepreneurship learning can decide students to think critically in entrepreneurship. Students can create businesses for entrepreneurial practice in car-free day activities on Sundays to increase their entrepreneurial spirit. By plunging students into the field, it can make students think critically about the idea of entrepreneurship.

Critical ability is also shown by students during the car-free days by solving problems using logic because some people sometimes solve problems with the feeling of not prioritizing their logic to solve problems requires calm thinking so as to get the best solution to solve the problems they face. When put forward logically, the ideas that arise are of higher quality, and students who have the ability to think creatively and think critically will immediately apply the idea so that it is not just wishful thinking, the idea often arises when faced with an urgent matter.

The ability to think critically also has a role in influencing the results of car-free day activities carried out. Critical thinking is focused on something with full awareness and leads to the achievement of a goal. Students who have high creative thinking skills will be able to easily see opportunities based on problems that exist in the surrounding environment. The ability to think critically triggers students to always innovate and find solutions to a problem in terms of entrepreneurship (Cahyono & Umam, 2017). Each student has their own creativity to come up with new ideas in entrepreneurship. The creativity possessed by students can be used as a provision to become an entrepreneur.

The advantages of critical thinking according to (Gaol et al., 2023) are described as follows: a) Have many alternative answers and creative ideas, where you will also be able to think independently and reflectively. Being accustomed to critical thinking will also make you have many alternative answers as well as creative ideas, b) Easy to understand other people's points of view, critical thinking makes the mind and brain more flexible. You will not be too rigid in thinking about the opinions or ideas of others, c) Being a good colleague, there are more benefits that you can get from thinking

critically. For example, being more open to accepting the opinions of others, d) Being more independent, critical thinking makes you able to think more independently, meaning that you don't always have to rely on others.

Research conducted by Dabo (2020) which shows that critical thinking has a significant effect on entrepreneurship because it always seeks and evaluates new opportunities and manages risks and learns from mistakes that have occurred. This is supported by research by Siti Yuliana Seventika (2022), namely entrepreneurship and students' critical thinking skills have a positive effect on students' critical thinking skills.

Supported by the results of research conducted by Wahyuningsih, (2019) stated that there is an influence between creative thinking ability and entrepreneurial spirit because respondents have high creative thinking ability and high entrepreneurial spirit.

The Effect of Start-up Innovation on Entrepreneurial Interests

The results of this study prove that start-up innovation has a positive and significant effect on business interest, this is because many students are studying entrepreneurship, more and more students have innovations in entrepreneurship to go to the start-up world. This is based on the answers of respondents who use entrepreneurship to think about existing but outdated businesses so that they have the thought of wanting to develop with innovations that can attract the public by utilizing technology as their business development to be better known to the wider community. The car-free day program is conducted well, especially in creating a space for entrepreneurs to promote and sell their products. The program becomes a means to enhance creativity and innovation in business. In this regard, students have succeeded in the car-free day program, which can increase the business interest of students who are studying entrepreneurship and encourage them to have innovative ideas to develop their businesses in the future.

Based on the results of research on the influence of start-up innovation on entrepreneurial interests, it encourages students to work harder to realize what they want, including the desire to run a business (Wardani et al., 2021). Innovation in the workplace can begin also by developing individual creativity, whereas new ideas come from motivation, thinking, and implementation by individuals in the workplace. Because according to Suryana (2003: 10) innovation is: "as the ability to apply creativity in order to solve problems and opportunities to improve and enrich life".

According to Ussahawanitchakit in Suwarno & Silvianita (2017), innovation consists of two things, namely: (1) Product innovation, the level of a person's ability to offer suggestions for improvements to existing products and the ability of individuals to contribute to the development of new products in order to increase customer satisfaction; (2) Process innovation, the level of a person's ability to produce a manufacturing process or service that is better than the current process.

Based on a research study from (Zozimo, 2017) explained that the contribution develop a social entrepreneurship perspective by showing the importance of learning from within different social

contexts and at the entrepreneurial pre-and-post start-up stage. In research conducted by Arya Eka Prastya Nugraha and Novika Wahyuhastuti (2017), technological developments have a positive and negative impact on the business world. Where is the positive impact when someone is able to see opportunities well, while negative impacts when someone is unable to see the opportunities available which are only used as entertainment.

The Effect of Entrepreneurship Learning Outcomes on Entrepreneurial Interests

The results of this study prove that entrepreneurship has a positive and significant effect on business interests, and the existence of entrepreneurship learning will foster the entrepreneurial spirit of students. Students understand the flow to open a business and develop a good business. The car-free day program provides an opportunity for students to apply their entrepreneurship learning by promoting and selling their products to the public, thereby enhancing their experience and skills in developing businesses. Based on research conducted by Mustikawati & Kurjono (2020) states that entrepreneurship learning is in the high category and the interest in entrepreneurship of students in the category is very high. So that entrepreneurial learning has a positive and significant influence on the interest in entrepreneurship. Thus the importance of students to follow the learning of entrepreneurship. With entrepreneurship learning, students have an idea for entrepreneurial practice. Based on the results of the research conducted, it also found that some students are interested in entrepreneurship to get more income.

This research also supports research from Nainggolan, (2020) that entrepreneurship significantly positively affects the interest in entrepreneurship. Likewise, Christianingrum and Erita Rosalia (2017) who mentioned that entrepreneurship learning has a positive effect on the interest in entrepreneurship with a significance of 0.0000. Research of Tentama et al., (2019) shows that the relationship between entrepreneurship education and entrepreneurial interest is seen from the change in the increase in entrepreneurial interest after the holding of entrepreneurial education. According to Agus Susanti (2021), there is a positive and significant influence of entrepreneurship education on students' entrepreneurial interests. The better the entrepreneurship education, the more interested in entrepreneurship in AKS students, Mrs. Kartini.

Critical thinking affects entrepreneurial interests

The results of this study prove that critical thinking has a positive and significant effect on business interest, and with the spirit of entrepreneurial interest there will be a student's critical thinking pattern to make a business or how the business develops and does not regress. Students can think about the capital needed to set up a business and courage themselves. The car-free day program can provide a real-world context for students to apply their critical thinking skills in the realm of entrepreneurship. By participating in the car-free day program and promoting their products to the public, students may face various challenges and obstacles that require critical thinking to solve, such as how to attract potential customers, set prices, and manage their finances. Through this experience, students can develop their critical thinking skills in the context of entrepreneurship,

which can increase their business interest and motivation. Additionally, by observing other successful entrepreneurs during the car-free day program, students can gain new insights and ideas about how to apply critical thinking to their own business ventures.

This research also supports research from (Suryanto & Diarini, 2023) that critical thinking has a positive and significant effect on business interest. Likewise, (Hasan et al., 2021) mention critical thinking has a positive and significant effect on the interest in trying. This is reinforced by research (Firman & Suryadi) in his research proving that critical thinking has a positive and significant effect on business interest.

The ability of seeing an opportunity to influence the interest in entrepreneurship

The results of this study prove that the ability to see opportunities has a positive but not significant effect on the interest in entrepreneurship, as many students study entrepreneurship, more and more students can see opportunities in entrepreneurship today. This is based on the answers of respondents who use entrepreneurship to find out what trends are currently popular with the public. The ability to find business opportunities is a starting point that must be passed for entrepreneurs.

The impact of the car-free day program is to introduce students to various opportunities and trends relevant to the entrepreneurship field. By participating in car-free day and promoting their products to the public, students have the opportunity to observe market demand, understand consumer preferences, and identify potential business opportunities. This experience helps students develop their ability to see opportunities in the entrepreneurship field, which in turn increases their interest in starting their own business ventures. In addition, by interacting with other entrepreneurs during car-free day, students gain new insights and ideas on how to spot opportunities and capitalize on them, which can further enhance their ability to see opportunities in the entrepreneurship field.

Business opportunities that have high potential are sourced from oneself, such as from hobbies, knowledge skills and from research or environmental observations. The reason why good opportunities come from oneself is because you must be consistent and committed.

An entrepreneur is a person who is innovative, anticipatory, initiative, risk-taking and profit-oriented and can see opportunities. Because entrepreneurial orientation is an organizational phenomenon that reflects their managerial abilities, as companies start to take initiative and change their competitive actions so that they can benefit the business they run.

Research conducted by (Saefuloh, 2022) shows that the ability to see opportunities affects the interest in entrepreneurship. A person who is able to see opportunities has a big role in interest in entrepreneurship because he knows the potential advantages and disadvantages that he can get from opportunities.

Based on the results of the hypothesis test, it was found that critical thinking will give rise to new and renewable innovations are start-up innovations. So that the better students in critical thinking cause start-up innovations that will foster a high entrepreneurial spirit as well.

Related to student learning outcomes carried out in lectures will make students' interest in entrepreneurship even higher. Moreover, supported by the ability to see opportunities and entrepreneurship will affect the interest in entrepreneurship.

Conclusion

The study concludes that critical thinking, start-up innovation, entrepreneurship, and the ability to see opportunities all have a positive impact on students' interest in entrepreneurship. The car-free day program plays a significant role in introducing students to various opportunities and trends in the entrepreneurship field, and by participating in it, students can observe market demand, understand consumer preferences, and identify potential business opportunities. The program also provides students with an opportunity to apply their entrepreneurship learning, enhance their experience and skills in developing businesses, and foster their entrepreneurial spirit. Moreover, the program allows students to develop their critical thinking and problem-solving skills, and gain new insights and ideas from successful entrepreneurs. Overall, the program's impact is beneficial in increasing students' interest in entrepreneurship and encouraging them to start their own business ventures.

Research Implications

The implications of this study are used as input for teachers and prospective teachers. Improving oneself in connection with the teaching that has been carried out and student learning achievements that have been achieved by paying attention to the right learning methods and student learning motivation to increase interest in entrepreneurship.

Research Limitations

In the process of conducting this research, there are limitations that may affect the results of the study, namely:

1. There are limitations in research time, energy, and ability of researchers.
2. There is a lack of ability of respondents to understand the statements on the questionnaire and also honesty in filling out the questionnaire so that there is a possibility that the results are not accurate.

Suggestion

Based on the results of this study, the suggestion from researchers is to use different media such as entrepreneurial practices at an event. In addition, researchers provide advice to subsequent research to add or replace variables for research updates and reproduce reference references from international journals.



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