

# The Influence of Entrepreneurship Education, Entrepreneurial Self-Efficacy and Family Environment on Higher Education Students' Entrepreneurial Interest: Empirical Evidence on Students in Universitas Pendidikan Indonesia

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## ABSTRACT

The research's objective is to investigate and assess the impact of entrepreneurship education, entrepreneurial self-efficacy, and Family Environment on the entrepreneurial interest of students at Universitas Pendidikan Indonesia. This study employs a quantitative research design, with 96 samples selected for each research object through quota sampling, resulting in a total sample size of 96. The method involves lemeshow sampling, and data collection is conducted through accidental sampling. The analysis method utilized is multiple linear regression. The findings reveal that entrepreneurship education, entrepreneurial self-efficacy, and environmental factors collectively influence entrepreneurial interest among the students.

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## 1. INTRODUCTION

Unemployment stands as one of the pressing issues in Indonesia, primarily due to the imbalance between the demand for labor and the available job opportunities. The workforce, considered as a valuable human resource in Indonesia, heavily relies on the job market's offerings [1]. This situation has cascading effects, giving rise to other problems such as poverty, criminality, and various social disparities. Data from the Central Statistics Agency (BPS) reveals that in February 2022, the labor force numbered 144.01 million people, marking an increase of 4.20 million compared to February 2021. The Labor Force Participation Rate (TPAK) rose by 0.98 points, with 135.61 million people employed, a rise of 4.55 million from February

2021. The sector experiencing the most significant increase in employment was agriculture, forestry, and fisheries, with a 0.37 percentage point rise. Despite the increase in the labor force, February 2022 statistics from BPS indicate that the working population is still predominantly composed of individuals with education levels below junior high school, accounting for 39.10 percent. Meanwhile, those with education levels of junior high school, senior high school, vocational school, diploma I/II/III, and university graduates comprise 12.60 percent. Notably, a significant portion of unemployment in Indonesia is among senior high school graduates and bachelor's degree holders (Central Statistics Agency, 2022).

### **Entrepreneurial Interest: A Decision to Pursue Success**

Entrepreneurial interest is an individual's decision driven by a sense of fascination and the desire to venture into entrepreneurship, accompanied by the willingness to take risks for success. This interest is observed when an individual demonstrates a commitment to working hard and diligently to achieve success, facing various risks and obstacles, as well as being open to creating new innovations, living frugally, and learning from experiences.

The ability to be entrepreneurial begins with self-awareness, especially at a young age when the younger generation perceives entrepreneurship as a promising career path [2]. The optimal solution to reduce unemployment and enhance the labor force in Indonesia is by fostering entrepreneurial spirit among the younger generation, particularly university graduates. As globalization continues to unfold, students must contribute to entrepreneurship, as it becomes increasingly vital in the face of global challenges.

### **Entrepreneurial Education as the Key**

Providing entrepreneurial skills during education in Indonesia is an asset for the current and future economic development. The current low interest and motivation among Indonesian youths to become entrepreneurs have become a serious concern for various stakeholders, including the government, industry, education sector, and society. Efforts have been made to install entrepreneurial spirit, especially in changing the mindset of youths who, until now, have primarily aspired to become job seekers after completing their studies. Current regulations in Indonesian universities mandate entrepreneurship courses for all majors, aiming to prepare graduates to feel confident and capable of venturing into entrepreneurship in society. Entrepreneurship education not only imparts theoretical foundations but also shapes the attitudes, behaviors, and mindsets of entrepreneurs. Practical entrepreneurship activities are also mandatory, allowing

students to experience entrepreneurship firsthand. This investment in entrepreneurial education serves to equip students with the necessary skills and experiences to start new businesses confidently after graduation. The hope is that these entrepreneurship courses will motivate students to pursue entrepreneurship as a career choice alongside other traditional paths like private employment, civil service, or corporate jobs [3].

Entrepreneurship has become the interest of many people today. The importance of improving the structure of entrepreneurial education, including in terms of educators, is that they should come from practitioners actively involved in the business world [4].

In entrepreneurship, self-efficacy is crucial— it represents an individual's belief in their own abilities. Self-efficacy can drive one's performance in various fields, including entrepreneurial interest (Faisal Anand, 2020). Entrepreneurs must also be familiar with their strengths and weaknesses, recognizing that material resources are not the primary factor in running a business. Understanding one's own abilities, perseverance in the current endeavor, and maintaining a high spirit to build the desired business are the key elements for a successful entrepreneur.

## **2. LITERATURE REVIEW**

### **2.1 Entrepreneurship Education (X1)**

Entrepreneurship education is a guiding force aimed at educating the Indonesian society to possess dynamism and creativity grounded in the national philosophy of Pancasila [5]. A different perspective is presented by Yanti (2019), who defines entrepreneurship education as instructional activities related to entrepreneurship, encompassing the development of knowledge, skills, attitudes, and personalities in accordance with the age and development of learners.

Entrepreneurship education is a conscious effort undertaken within oneself to enhance insights into entrepreneurship [6]. It serves as a structured and formal

transmission of entrepreneurial abilities, involving the impartation of skills, concepts, and psychological awareness [7]. Building upon this, [8] state that entrepreneurship education aims to shape individuals with holistic personalities, understanding, and skills.

Based on the insights of the experts mentioned above, it can be concluded that entrepreneurship education is a process of learning activities consciously conducted in educational institutions and training institutions. The objective is to train individuals to understand the characteristics, shape their mindset in facing risks, enhance insights and knowledge, and develop creativity and innovation in entrepreneurship, enabling them to comprehend entrepreneurial concepts.

Entrepreneurship education has the capability to integrate entrepreneurial values, and its evaluation includes creativity, innovation, independence, reality, and communication [9]. According to [10], entrepreneurship education begins with the formation of thinking patterns about entrepreneurship, followed by the development of creative and innovative behaviors to achieve creativity. Entrepreneurship education can be observed through plans that nurture students' desire to become entrepreneurs, creating awareness of business opportunities, and enhancing students' knowledge in entrepreneurship [6].

Moreover, "entrepreneurship education has the aim of fostering individuals who have the personality, skills, and understanding to become entrepreneurs," signifying that entrepreneurship education aims to cultivate individuals with the personality, skills, and understanding to become entrepreneurs [11].

From the statements of several experts mentioned above, the indicators used to measure the entrepreneurship education variable in this research include: the desire to become an entrepreneur, skills, understanding of entrepreneurship, innovativeness,

## *2.2 Self-Efficacy (X2)*

According to [12], self-efficacy is a strong belief in one's ability to succeed in the tasks and responsibilities undertaken. On the other hand, [13] express that self-efficacy is an individual's belief in performing specific tasks or jobs effectively.

A differing opinion is presented by Bandura, who states that self-efficacy is a form of assessment of an individual's ability or capability to carry out a task, achieve a goal, and overcome challenges [14]. According to [15], self-efficacy is a form of self-confidence to understand one's own abilities, enabling the self-control of interests and events in the surrounding environment.

Based on the opinions of the experts above, it can be concluded that self-efficacy is a form of human self-belief in the ability to execute, evaluate, and complete tasks or actions effectively and efficiently according to the surrounding environment.

Bandura states that self-efficacy consists of three aspects or dimensions. The first aspect is Magnitude, which is related to an individual's belief in being able to complete tasks or solve problems from easy to difficult. The second aspect is Strength, which relates to the level of resilience and perseverance an individual has in carrying out their tasks. The third aspect is Generality, where individuals feel confident in their abilities in different situations. In this way, it can be seen how individuals with confidence can use their abilities according to the situation, thereby successfully completing given tasks [16].

According to [17], the dimensions of self-efficacy consist of magnitude, strength, and generality. Magnitude is related to an individual's assessment of the difficulty of the work that needs to be done. Strength is related to the confidence level in completing a task well. Generality means the belief that one can complete similar tasks.

Based on the opinions of the experts, it can be concluded that self-efficacy has three aspects or dimensions: Magnitude, which relates to the assessment of the difficulty level of a task or responsibility; Strength, which is the strength of confidence in tasks and the successful realization of planned concepts;

and finally, Generality, which means the belief in completing given tasks.

According to [18], self-efficacy is the belief in one's ability to perform a job. Self-efficacy, according to [14]v, refers to the belief or self-ability to drive motivation, cognitive abilities, and actions needed to meet required needs. [16] state that self-efficacy is "a form of personal belief that believes in his ability to do a job," meaning self-efficacy is a form of personal belief in one's ability to perform a job.

From the statements of several experts above, the indicators used to measure the self-efficacy variable in this study are self-confidence, self-belief, and self-ability.

### **2.3 Family Environment (X3)**

Environment is the situation and condition that surrounds our lives, grows, and develops [19]. The environment encompasses all conditions in the world that, in certain ways, influence our behavior, growth, and development, excluding genes [20]. The environment is the totality of physical and social aspects or phenomena that affect an individual. This environment is the source of all information received by individuals through their senses: sight, smell, hearing, and taste. The overall physical or social phenomena (events, situations, or conditions) that are influenced or influence the development of individuals involve family, school, peer groups, and society [21].

Based on the above opinions, it can be concluded that the environment means a condition, both physical and non-physical, that plays a crucial role because it can influence an individual's life in terms of behavior, development, and growth. The family is a crucial container between individuals and groups, and it is the first social group that involves children as members [22]. According to [21], the family, in a broad sense, includes all parties related by blood or descent, which can be compared to a clan or lineage. In a narrow sense, the family consists of parents and children. From this understanding, it can be concluded that the family environment encompasses all conditions within a family that can influence

the behavior, growth, and development of an individual.

### **2.4 Entrepreneurial Interest (Y)**

"Interest in entrepreneurship, according to [23], is an encouragement that comes from people who can provide enthusiasm for doing business without depending on others." In other words, entrepreneurial interest is the motivation that originates from individuals who can provide the enthusiasm to undertake business without relying on others. Entrepreneurial interest, according to [24], is the desire, interest, and willingness to work hard, possessing a strong determination to focus on efforts to meet one's needs without fear of the risks faced, learning from experienced failures, and developing the business they have created.

Another perspective is presented by [25], stating that entrepreneurial interest is the desire, interest, and willingness to work hard to fulfill life without worrying about risks and failures. Furthermore, according to [26], entrepreneurial interest is the conscience's tendency of an individual to be attracted to creating a business, then overseeing, managing, daring to take risks, and developing the business created by themselves.

Based on the opinions of the experts mentioned above, it can be concluded that entrepreneurial interest is an inherent tendency to be interested in creating new businesses that bring joy, as it brings benefits from meeting life's needs without worrying about risks and can serve as a lesson from failures in business development.

Entrepreneurial interest, according to [1], means an interest in becoming an entrepreneur who confidently manages activities, is creative and innovative, honest, skilled in financial management to drive business development in a disciplined, independent, hardworking, curious, risk-taking, and future-oriented manner.

Entrepreneurial Interest, according to [27], is the desire, interest, and willingness of an individual to work hard to meet their life's needs without worrying about risks that affect their entrepreneurship, influenced by their

personal characteristics. Entrepreneurial interest, according to [28], is when someone chooses an activity because they feel interested, happy, and want to start a business, and they are not afraid to take risks for success.

From the statements of several experts above, the indicators used to measure the entrepreneurial interest variable in this study are: interest in becoming an entrepreneur, future orientation, fearlessness of risks, and the desire to create one's own business.

### 3. METHODS

#### 2.2 *Research Nature*

This research is titled "The Influence of Entrepreneurship Education, Entrepreneurial Self-Efficacy, and Family Environment on Higher Education Students' Entrepreneurial Interest." The nature of this research is quantitative descriptive. Population, Sample, and Sampling Technique The population is the generalization area consisting of objects/subjects with specific qualities and characteristics determined by the researcher for study and subsequent conclusions [29]. The population in this study is students at the Universitas Pendidikan Indonesia. Sampling was done using the

Lemeshow sampling method. By using the Lemeshow formula, a sample of 96 people was obtained. This research was tested using statistical tool, namely SEM PLS version 4.

#### 3.2 *Data Source and Collection*

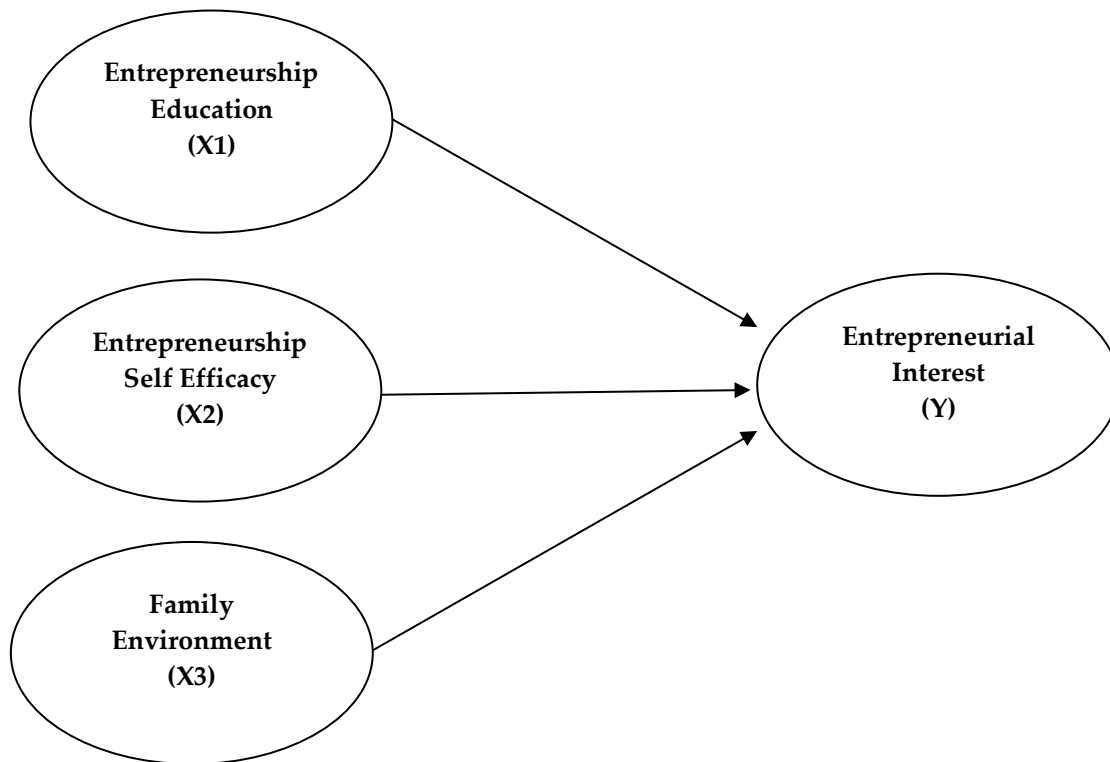
The data source used is primary data with a questionnaire data collection technique. A questionnaire is a data collection technique in which the researcher provides a set of written questions or statements to participants/respondents, and they must then fill in answers to the questions or statements [29]. Data collection was done by distributing questionnaires via Google Forms and surveys to students.

#### 3.3 *Research*

#### *Instrument*

#### *Development*

This research is a quantitative descriptive study. In this study, variables will be measured using a Likert scale. The Likert scale is used to measure an individual's or a group's attitudes, opinions, and perceptions about social phenomena [29]. Additionally, the Likert scale is used to measure subjects' responses on a 5-point scale with equal intervals. The Likert scale used will be a 5-point Likert scale consisting of Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree [29].



**Independent Variable**  
Figure 1. Research Model

### **The Influence of Entrepreneurship Education on Entrepreneurial Interest**

Entrepreneurship education for students entails experiences and skills that undoubtedly serve as a foundation for becoming an entrepreneur. An individual equipped with knowledge is more likely to have the motivation to implement entrepreneurial endeavors compared to someone lacking specific knowledge in entrepreneurship. Therefore, entrepreneurship education will influence entrepreneurial interest.

Hypothesis 1: "There is a positive influence of entrepreneurship education on the entrepreneurial interest of students."

### **The Influence of Self-Efficacy on Entrepreneurial Interest**

Self-efficacy is an individual's belief in their ability to perform and manage tasks that will be accomplished with optimal results. Becoming an entrepreneur without self-efficacy is not feasible, as being an

entrepreneur requires the confidence to execute and manage one's business. If students possess good self-efficacy, their entrepreneurial interest will be greater. This explanation confirms that self-efficacy has a positive impact on entrepreneurial interest.

Hypothesis 2: "There is a positive influence of self-efficacy on the entrepreneurial interest of students."

### **The Influence of Family Environment on Entrepreneurial Interest**

When choosing a career, individuals often consult with family members, be it parents or guardians. This is because the family is the place where one engages in primary activities. Parents guide their children to pursue what they believe will have a positive impact on them. Additionally, parents who themselves are entrepreneurs indirectly provide insight into what it means to be an entrepreneur in the future. Children can modify or even create new businesses based on this influence. Therefore, it can be

concluded that the family environment has a positive influence on entrepreneurial interest.

Hypothesis 3: "There is a positive influence of the family environment on the entrepreneurial interest of students."

#### 4. RESULTS AND DISCUSSION

##### 4.1 Outer Loading

Outer loading analysis is conducted to assess the validity and reliability of each tested indicator based on the results of Average Variance Extracted, Cross-Loading, Cronbach's Alpha, and Composite Reliability.

Table 1. Average Variance Extracted

Variable	Average Variance Extracted (AVE)
Entrepreneurship Education	0,903
Entrepreneurial Self-Efficacy	0,938
Family Environment	0,902
Entrepreneurial Interest	0,931

Source: Data Analysis Results (2023)

The data is considered valid when the AVE (Average Variance Extracted) value is >0.50 (cross-loading correlation value). Based on this data, the researcher affirms that all variables are declared valid in the convergent validity test because the overall AVE for each variable exceeds 0.50.

Outer loadings - Matrix				
	ED	LK	MU	PK
ED1	0.869			
ED2	0.883			
ED3	0.914			
ED4	0.887			
LK1		0.728		
LK2		0.852		
LK3		0.845		
LK4		0.909		
MU1			0.841	
MU2			0.808	
MU3			0.814	
MU4			0.845	
MU5			0.886	
MU6			0.798	
PK1				0.818
PK2				0.790
PK3				0.831
PK4				0.693
PK5				0.819
PK6				0.722

Figure 2. Outer Loading-Matrix

All indicators in each construct variable in table 3 have a loading factor value exceeding the error variance value, namely 0.70, meaning that the indicators are declared valid and each indicator can reflect the measurement model for the construct variable. There is one indicator, namely PK4, with a value of 0.693, but this value is still close to the rounded value of 0.70, so it is considered to meet the criteria.

Table 2. Cross Loading

Variabel	Cronbach's Alpha	Composite Reliability
Entrepreneurship Education	0,874	0,893
Entrepreneurial Self-Efficacy	0,911	0,920
Family Environment	0,854	0,867
Entrepreneurial Interest	0,912	0,923

Source: Data Analysis Result (2023)

Reliability testing is considered met when Cronbach's alpha is >0.60. After

calculations, it can be concluded that all variables have met the reliability test as each Cronbach's alpha is  $>0.60$ , namely 0.874 for Entrepreneurship Education, 0.911 for Entrepreneurial Self-Efficacy, 0.854 for Family Environment and 0.912 for Entrepreneurial Interest. A variable is considered reliable when composite reliability is  $>0.70$ . After calculations, it can be concluded that all variables are declared reliable as each composite reliability has a value  $>0.70$ , namely 0.893 for Entrepreneurship Education, 0.920 for Entrepreneurial Self-Efficacy, 0.867 for Family Environment and 0.923 for Entrepreneurial Interest.

**4.2 Inner Model**

Structural model evaluation aims to predict the relationship between latent variables based on the substantive theory of

**4.3 Hypothesis Testing**

Hypothesis testing is conducted after obtaining a well-fitted full model in the study by ensuring that both the outer and inner models meet their respective criteria.

the model. The structural model test can be determined using the R-square values.

Table 3. R-Square

Variabel	R-Square
Entrepreneurship Education	0,874

Source: Data Analysis Result (2023)

Based on Table 5, it is known that the R Square value for path 1 is 0.430, meaning that can explain its influence of Entrepreneurship Education, Entrepreneurial Self-Efficacy and Family Environment on Entrepreneurial Interest by 43%, and the remaining influence is affected by other variables outside the scope of this study.

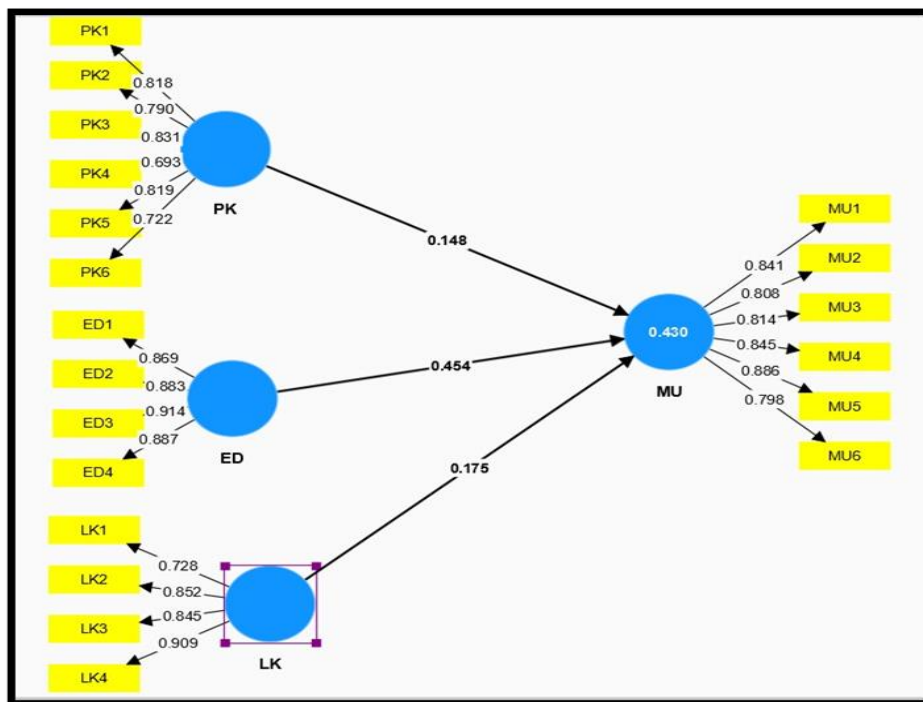


Figure 3. Research Model Result

Hypothesis testing is carried out to test the influence of the relationship between variables. In the bootstrap method, the hypothesis is accepted if the t-statistic

significance value is  $>1.96$  and the p-values are  $<0.05$ , then  $H_a$  is accepted and  $H_o$  is rejected and vice versa. The following are the results of data processing by looking at the



significance of the influence between variables on the path coefficients.

Table 4. Hypothesis Test Results

Hipotesis	Original	T Statistics	P Values	Info
	Sample (O)	( O/STERR )		
Entrepreneurship Education → Entrepreneurial Interest	0,148	1,313	0,189	Rejected
Entrepreneurial Self-Efficacy → Entrepreneurial Interest	0,454	4,228	0,000	Accepted
Family Environment → Entrepreneurial Interest	0.175	1,561	0,119	Rejected

## 5. CONCLUSION

Based on research conducted on students, followed by statistical calculations, the results indicate that the variables of entrepreneurial education and family environment do not have a significant impact on entrepreneurial interest. The variable of self-efficacy, on the other hand, shows a positive influence. This occurs because entrepreneurial education implemented in higher education has not been executed to its maximum potential. According to respondents, instructors in entrepreneurial education should involve practitioners directly engaged in the business world. Additionally, the family environment does not have an impact because the formation of character and the will of today's children is more influenced by rapidly moving social media, which has a greater psychological impact on the assessment and decisions of each student, the majority of whom belong to Generation Z.

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