

THE INFLUENCE OF FAMILY ENVIRONMENTAL SUPPORT AND ENTREPRENEURSHIP EDUCATION ON ENTREPRENEURIAL INTEREST

**Ananda Jamaludin¹, Faiza Nazwa², Rahyuniati Setiawan³, Nizar Alam Hamdani⁴,
Anggun Oktavia Herlia Anti⁵**

^{1,2,3,4,5} Faculty of Entrepreneurship, Universitas Garut

E-mail: 24081122088@fkwu.uniga.ac.id, 24081122142@fkwu.uniga.ac.id, rahyuniati@uniga.ac.id,
nizar_hamdani@uniga.ac.id, anggun@uniga.ac.id

ABSTRACT

Entrepreneurial interest reflects an individual's cognitive and motivational orientation toward business creation. Understanding its determinants is crucial, particularly in countries experiencing high youth unemployment. This study examines the influence of family environmental support and entrepreneurship education on entrepreneurial interest among secondary school and university students in Indonesia. Drawing on the Theory of Planned Behavior and entrepreneurial intention models, this research employs a quantitative design using regression analysis on data collected from 100 students. The findings reveal that entrepreneurship education exerts a positive and statistically significant influence on entrepreneurial interest, whereas family environmental support does not show a significant direct effect. Entrepreneurship education explains 23.8 percent of the variance in entrepreneurial interest. These findings highlight the central role of structured educational interventions in fostering entrepreneurial motivation and provide implications for policy efforts aimed at reducing youth unemployment.

Keywords: family environmental support; entrepreneurship education; entrepreneurial interest

INTRODUCTION

Entrepreneurial interest reflects an individual's cognitive and motivational orientation toward business creation. It represents not only aspiration but also readiness to allocate effort and assume risk in pursuing entrepreneurial opportunities. According to the Theory of Planned Behavior, intention develops through attitudes, subjective norms, and perceived behavioral control (Ajzen, 1991). Within entrepreneurship research, intention models further emphasize that environmental and educational factors influence entrepreneurial aspirations (Krueger et al., 2000; Liñán & Chen, 2009).

Indonesia continues to experience substantial unemployment among young people. Youth unemployment constrains economic productivity and limits social mobility. Data from the Central Bureau of Statistics (2020) demonstrate that unemployment remains concentrated within the productive age group of 15–29 years.

Table I. Age and unemployment rate in Indonesia

No	Age (years)	Amount
1.	15-19	1,123,495
2.	20-24	2,397,136
3.	25-29	1,213,435
4.	30-34	761,951
5.	35-39	670,266
		6,166,283

Source: (Central Statistics Agency 2020)

As shown in Table 1, individuals aged 15–24 represent the largest proportion of unemployed citizens. This condition indicates a structural imbalance between education outcomes and labor market absorption. The persistence of youth unemployment highlights the need for alternative employment pathways, including entrepreneurship.

Entrepreneurship offers a mechanism for job creation and economic resilience. However, entrepreneurial engagement depends on psychological readiness and environmental support. Prior research identifies entrepreneurship education as a significant determinant of entrepreneurial intention (Fayolle & Gailly, 2015; Fitria et al., 2023). Educational programs that incorporate experiential learning strengthen self-efficacy and opportunity recognition (Santos & Liguori, 2020). In parallel, family background influences value formation and career orientation (Autio et al., 2001; Rana et al., 2024). Families often shape early perceptions regarding risk, independence, and business ownership.

Despite extensive research, empirical findings remain inconsistent regarding the relative strength of educational and family influences. Some studies report strong family effects, while others indicate that formal education plays a more decisive role (Wibowo, 2011). This study therefore examines the influence of family environmental support and entrepreneurship education on entrepreneurial interest among Indonesian students. By situating the analysis within the broader context of youth unemployment, this research seeks to clarify which determinant exerts stronger influence and offers more effective policy implications.

METHOD

This study adopts a quantitative explanatory design. Family environmental support and entrepreneurship education serve as independent variables, while entrepreneurial interest functions as the dependent variable. The population includes high school and university students who have participated in entrepreneurship education programs.

According to national statistics, the combined student population exceeds five million individuals (Central Bureau of Statistics, 2020). Using a margin of error of 10 percent and a confidence level of 90 percent, the required sample size equals 100 respondents. Data were collected through online questionnaires using random sampling.

The study applied reliability testing and regression analysis using SPSS. Instrument reliability followed the criteria established by Nunnally (1978) and Ghozali (2018), which recommend a Cronbach's Alpha threshold above 0.70.

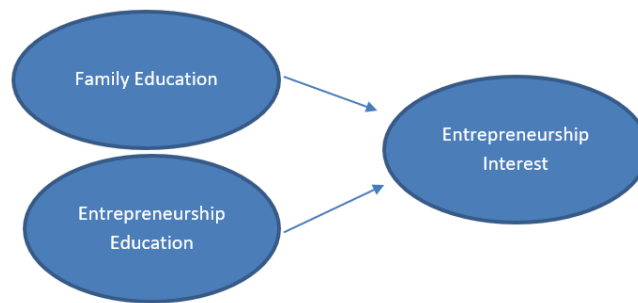


Figure 1. Research model

RESULTS AND DISCUSSION

The reliability analysis confirms strong internal consistency for all variables..

TABLE 1 results of reliability analysis

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.955	9

As presented in Table 1, the Cronbach's Alpha value reaches 0.955, exceeding the recommended threshold of 0.70 proposed by (Nunnally,1978; Ghozali 2018). This result confirms that all items measuring entrepreneurial interest are reliable and appropriate for further statistical testing.

The reliability test was subsequently conducted for the family environmental support variable (X1).

TABLE 2 Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.955	9

Family environmental support also records a Cronbach's Alpha of 0.955, indicating high reliability.

Table 3. Case Processing Summary

Case Processing Summary			
Cases		N	%
Valid	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.924	9

As shown in Table 3, the Cronbach's Alpha value equals 0.924. Since this value surpasses the 0.70 benchmark, the entrepreneurship education instrument also demonstrates strong reliability. Overall, all variables meet established reliability criteria, allowing regression analysis to proceed.

To examine the effect of family environmental support on entrepreneurial interest, a simple regression analysis was performed.

Table 4. Model summary

Model Summary				
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.117 ^a	.014	.004	2030431212.89515

a. Predictors: (Constant), P3

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	55874938957436	1	55874938957436	1,355	.247 ^b
	Residual	02700.000		02700.000		
	Residual	40401978920928	98	41226509102988		
		9900000.000		76400.000		
Total		40960728310503	99			
		3500000.000				

a. Dependent Variable: P1

b. Predictors: (Constant), P3

The correlation coefficient ($R = 0.117$) indicates a minimal association, and the model does not reach statistical significance ($p > 0.05$). Family support explains only 1.4 percent of the variance in entrepreneurial interest. Although prior research highlights parental influence (Autio et al., 2001; Rana et al., 2024), the present findings suggest that family encouragement alone may not translate into measurable entrepreneurial commitment. Students may require structured skill development beyond general moral support.

The second regression analysis demonstrates a significant positive effect of entrepreneurship education on entrepreneurial interest.

Table 5. Model summary

Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.487 ^a	.238	.230	1491058712.65464

a. Predictors: (Constant), P3

Table 6. ANOVA

ANOVA ^a		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	67898680946568 560000.000	1	67898680946568 560000.000	30,540	.000 ^b
	Residual	21787909628916 460000.000	98	22232560845833 12130.000		
Total		28577777723573 315000.000	99			

a. Dependent Variable: P2

b. Predictors: (Constant), P3

The correlation coefficient ($R = 0.487$) indicates a moderately strong relationship, and the model achieves statistical significance ($p < 0.05$). Entrepreneurship education explains 23.8 percent of the variance in entrepreneurial interest. This finding aligns with previous evidence that educational interventions enhance entrepreneurial intention (Fayolle & Gailly, 2015; Fitria et al., 2023). Experiential components likely strengthen perceived behavioral control, a core determinant of intention under the Theory of Planned Behavior (Ajzen, 1991).

The stronger role of education compared to family context suggests that institutional mechanisms provide more direct pathways to entrepreneurial competence. Structured exposure to business planning, opportunity analysis, and project-based activities may foster confidence and reduce perceived risk (Santos & Liguori, 2020). These findings contribute to ongoing debates regarding environmental versus educational determinants of entrepreneurial motivation.

Given the persistent unemployment among young Indonesians (Central Bureau of Statistics, 2020), strengthening entrepreneurship curricula could serve as a strategic intervention. Institutions should prioritize experiential learning models that cultivate practical capability rather than relying solely on theoretical instruction.

CONCLUSION

This study demonstrates that entrepreneurship education significantly influences entrepreneurial interest, while family environmental support does not exert a significant direct effect within this sample. Entrepreneurship education explains a meaningful proportion of variance in entrepreneurial interest, underscoring the importance of structured learning experiences in shaping entrepreneurial motivation.

These findings suggest that policymakers and educational institutions should strengthen competency-based entrepreneurship programs to encourage youth participation in business creation. Future research should incorporate mediating variables such as self-efficacy or achievement motivation to deepen theoretical understanding.

ACKNOWLEDGMENTS

The author wishes to extend profound appreciation to all individuals who have contributed support, scholarly guidance, and assistance throughout the preparation of this manuscript. Particular acknowledgment is directed toward the research supervisor for providing invaluable mentorship, critical feedback, and motivational support throughout the investigative process. Gratitude is additionally expressed to family members, colleagues, and individuals who facilitated data collection procedures and provided encouragement essential to the successful completion of this research endeavor.

In conclusion, it is the author's aspiration that the findings of this investigation will contribute meaningfully to scholarly advancement, particularly within the interdisciplinary domains of entrepreneurship and education.

REFERENCES

Proceedings of the International Conference on Education, Economics, Business, Entrepreneurship, and Finance (ICEBEF)

Volume 4 (2026)

- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211.
- Autio, E., Keeley, R. H., Klofsten, M., Parker, G. C., & Hay, M. (2001). Entrepreneurial intent among students in Scandinavia and in the USA. *Enterprise and Innovation Management Studies*, 2(2), 145–160.
- Central Bureau of Statistics. (2020). *Indonesia's economic growth in quarter IV-2019*.
- Fayolle, A., & Gailly, B. (2015). The impact of entrepreneurship education on entrepreneurial attitudes and intention. *Journal of Small Business Management*, 53(1), 75–93.
- Fitria, S. N., Nasruddin, N., & Anggraeni, E. (2023). The influence of entrepreneurship education on entrepreneurial interest. *EKSISBANK*, 7(2), 233–243.
- Ghozali, I. (2018). *Aplikasi analisis multivariate dengan program IBM SPSS*.
- Krueger, N. F., Reilly, M. D., & Carsrud, A. L. (2000). Competing models of entrepreneurial intentions. *Journal of Business Venturing*, 15(5–6), 411–432.
- Liñán, F., & Chen, Y. W. (2009). Development of a specific instrument to measure entrepreneurial intentions. *Entrepreneurship Theory and Practice*, 33(3), 593–617.
- Nunnally, J. C. (1978). *Psychometric theory* (2nd ed.).
- Rana, S., Musfiroh, M. F. S., Hinawati, T., & Khabib, A. (2024). The influence of family environment on entrepreneurial interest. *Journal of Accounting, Management & Islamic Banking*, 4(2), 37–50.
- Santos, F. J., & Liguori, E. W. (2020). Entrepreneurial self-efficacy and intentions. *International Journal of Entrepreneurial Behavior & Research*, 26(3), 400–415.
- Wibowo, M. (2011). Pembelajaran kewirausahaan dan minat wirausaha. *Jurnal Manajemen dan Kewirausahaan*, 13(2), 134–142.