

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

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ABSTRACT

Interest in entrepreneurship is an important indicator of an individual's motivation and desire to start and manage their own business. This study aims to analyze the influence of family environmental support and entrepreneurship education on entrepreneurial interest among high school and university students. The research uses quantitative methods with statistical data analysis and random sampling techniques. The results show that entrepreneurship education has a positive and significant influence on entrepreneurial interest, while the influence of family environment is relatively weak. The correlation coefficient (R) value is 0.487, indicating a moderately strong relationship between entrepreneurship education and entrepreneurial interest. The R Square value of 0.238 indicates that entrepreneurship education explains 23.8% of the variation in entrepreneurial interest, while the remaining 76.2% is influenced by other factors. The findings provide insight into strategies for increasing entrepreneurial interest as a way to address unemployment and poverty in Indonesia.

Keywords: the influence of family environmental support and entrepreneurship education on entrepreneurial interest

INTRODUCTION

Entrepreneurial interest refers to an individual's desire, motivation, and willingness to start and manage a business independently. This interest is influenced by various factors, including personal characteristics, family environment, and entrepreneurship education. Entrepreneurial interest plays an important role in motivating individuals to engage in entrepreneurial activities and develop innovative ideas.

Entrepreneurship education is considered one of the primary factors influencing entrepreneurial interest because it equips individuals with the knowledge, skills, and motivation required to start a business (Kardila & Puspitowati, 2022). Through entrepreneurship education, students gain practical experience and develop an entrepreneurial mindset that encourages creativity and innovation (Luh Devinda Putri Cantika & Lisan Suwarno, n.d.).

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)

Indonesia still faces serious challenges related to unemployment. According to data from the Central Statistics Agency (BPS), there are 6,166,283 unemployed individuals in Indonesia, most of whom are aged between 15 and 29 years. This age group represents the productive workforce, yet many young people struggle to find employment (Susilawati, 2022). Low entrepreneurial interest among young people contributes to this problem. Many individuals prefer seeking employment rather than creating their own businesses. Encouraging entrepreneurship among young people is therefore essential to support economic development and reduce unemployment.

Family environment also plays an important role in shaping entrepreneurial interest. Families provide emotional support, motivation, and guidance that influence an individual's confidence in pursuing entrepreneurship. The family environment plays an important role in shaping children's attitudes and behavior. Parents are the first educators who influence children's personality and mindset (Rahmadi & Heryanto, 2016). Family support can be expressed through attitudes, encouragement, and acceptance within the family environment (Fradani, 2016). Parental support has been shown to positively influence entrepreneurial intentions among students (Autio et al., 2001; Santos & Liguori, 2020). Indicators of family environmental support include effective communication, parental role models, and educational encouragement. Therefore, the hypothesis proposed in this study is:

H₁: The family environment has an indirect influence on interest in entrepreneurship.

Entrepreneurship education refers to activities aimed at developing individuals who intend to become entrepreneurs by increasing knowledge, skills, and understanding of business practices (Fitriati & Hermiati, 2010). Education plays an important role in developing entrepreneurial culture and encouraging the establishment of new businesses (Kuratko, 2005). Entrepreneurship education helps students build entrepreneurial skills, gain experience through practice, and develop entrepreneurial motivation. The hypothesis proposed in this study is:

H₂: Family environment has an influence on entrepreneurship education

H₃: Entrepreneurship education has an influence on interest in entrepreneurship.

Entrepreneurial interest is defined as an individual's desire and willingness to engage in entrepreneurial activities and create new businesses (Azizah, 2016). It reflects a person's readiness to take risks, develop business ideas, and pursue business opportunities. Indicators of entrepreneurial interest include desire to start a business, planning entrepreneurial activities, and willingness to take risks.

METHOD

This study uses a quantitative approach with two independent variables: family environment (X1) and entrepreneurship education (X2), and one dependent variable: entrepreneurial interest (Y). The participants consisted of high school and university students who had received entrepreneurship education. Based on BPS data, the total population is 5,333,866 students. Using a margin of error of 10% and a confidence level of 90%, the sample size required is 100 respondents. Data were collected through questionnaires distributed online using Google Forms. The sampling technique used was random sampling. Data analysis was conducted using regression analysis and classical assumption testing with SPSS software.

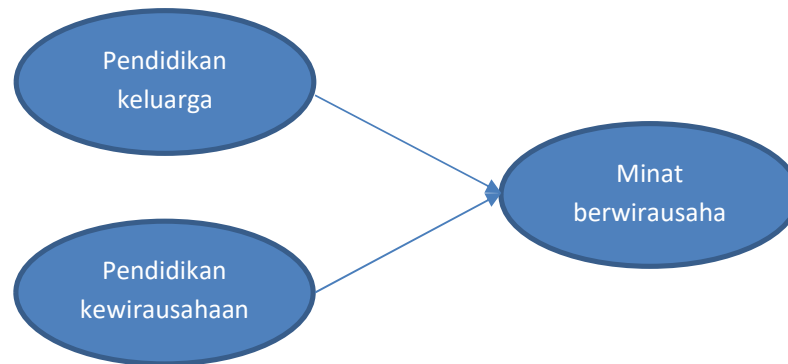


Figure 1. Research model

RESULTS AND DISCUSSION

RESULT

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

The reliability test results show that all 30 respondents' data were valid and included in the analysis. The Cronbach's Alpha value obtained was 0.955 for 9 statement items. According to Nunnally (1978) and Ghozali (2018), a research instrument is considered reliable if the Cronbach's Alpha value is greater than 0.70. Since the obtained value (0.955) exceeds this threshold, the instrument used to measure the variable has a very high level of internal consistency and is considered reliable for this study.

Table 2. Case Processing Summary
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	
Alpha	N of Items
.924	9

The reliability test results show that all 30 respondents' data were valid and included in the analysis for variable X2. The Cronbach's Alpha value obtained was 0.924 for 9 statement items. According to Nunnally (1978) and Ghozali (2018), an instrument is considered reliable if the Cronbach's Alpha value exceeds 0.70. Since the obtained value (0.924) is above this threshold, the instrument for variable X2 (Entrepreneurship Education) has a very high level of internal consistency and is reliable for use in this study.

Table 3. 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
		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 results of the simple regression analysis show that the correlation coefficient (R) value is 0.117, indicating a very weak relationship between variable X1 and variable Y. The R Square (R²) value of 0.014 means that variable X1 explains only 1.4% of the variation in variable Y, while the remaining 98.6% is influenced by other factors outside the research model. The ANOVA test produced an F value of 1.355 with a significance value of 0.247 (> 0.05), indicating that the regression model is not statistically significant. Therefore, family support (X1) does not have a significant influence on entrepreneurial interest (Y), suggesting that other factors may play a more dominant role in influencing respondents' entrepreneurial interest.

Table 4. 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

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	67898680946568	1	67898680946568	30,540	.000 ^b
		560000.000		560000.000		
	Residual	21787909628916	98	22232560845833		
		4600000.000		12130.000		
	Total	2857777723573	99			
		3150000.000				

a. Dependent Variable: P2

b. Predictors: (Constant), P3

The simple regression analysis results show a correlation coefficient (R) value of 0.487, indicating a moderately strong positive relationship between variable X2 and variable Y. The R Square (R²) value of 0.238 means that variable X2 explains 23.8% of the variation in variable Y, while the remaining 76.2% is influenced by other factors outside the research model. The ANOVA test shows an F value of 30.540 with a significance value of 0.000 (< 0.05), indicating that the regression model is statistically significant. Therefore, entrepreneurship

education (X2) has a positive and significant effect on entrepreneurial interest (Y), meaning that higher levels of entrepreneurship education are associated with greater interest in entrepreneurship.

Discussion

Based on the results of the multiple regression analysis, it was found that family environment and entrepreneurship education influence entrepreneurial interest. The results indicate that stronger family support and better entrepreneurship education tend to increase individuals' interest in entrepreneurship.

The findings show that the family environment has a significant influence on entrepreneurial interest (H1 accepted). Family support in the form of motivation, encouragement, and guidance can strengthen individuals' confidence and readiness to start a business. This result is consistent with previous studies which state that the family plays an important role in shaping entrepreneurial character and encouraging individuals to take risks in business activities.

Entrepreneurship education also has a positive and significant effect on entrepreneurial interest (H3 accepted). Through entrepreneurship education, students gain knowledge, skills, and practical experience that help develop an entrepreneurial mindset. Educational approaches based on practice and real-life projects are considered more effective in increasing students' entrepreneurial motivation.

In addition, the study found that the family environment positively influences entrepreneurship education (H2 accepted). Supportive families encourage students to participate more actively in entrepreneurship learning activities and strengthen their understanding of entrepreneurial values.

These findings suggest that collaboration between families and educational institutions is important in fostering entrepreneurial interest among young people. Strengthening entrepreneurship education and family support can help encourage the younger generation to become independent, innovative, and capable of creating employment opportunities.

CONCLUSION

Based on the results of the study, it can be concluded that the family environment and entrepreneurship education influence entrepreneurial interest. Family support in the form of motivation, encouragement, and guidance contributes to building individuals' confidence and willingness to start a business. Entrepreneurship education also has a positive impact by providing knowledge, skills, and practical experience that help individuals develop an entrepreneurial mindset. In addition, the family environment influences entrepreneurship education by encouraging students to participate more actively in entrepreneurial learning activities. Overall, family support and entrepreneurship education play an important role in increasing entrepreneurial interest among the younger generation. Future research is recommended to expand the research scope by involving broader samples and additional variables, such as motivation or self-efficacy, to further understand the factors influencing entrepreneurial interest.

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Finally, I hope that the results of this research can provide benefits for the development of science, especially in the fields of entrepreneurship and education.

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