

ENTREPRENEURSHIP KNOWLEDGE, FAMILY SUPPORT, AND ENTREPRENEURIAL MOTIVATION ON THE INTEREST IN BECOMING YOUNG ENTREPRENEURS AMONG UKI TORAJA FACULTY OF ECONOMICS ALUMNI

Rahma Gusmawati Tammu¹, Olivia Devi Yulian Pompeng²
Universitas Kristen Indonesia Toraja^{1,2}

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ABSTRACT

This study aims to examine the correlation between entrepreneurship knowledge, family support, and entrepreneurial motivation, and the interest in becoming young entrepreneurs among the alumni of the Faculty of Economics at UKI Toraja. A sample of 51 alumni who have already initiated their own business ventures participated as respondents in this research. This study adopts a quantitative research approach, employing a questionnaire with Likert-scale items for data collection. The data analysis technique utilized in this research is path analysis, with the support of SPSS 26 software and the Sobel Test. Partially, the findings indicate that entrepreneurship knowledge and family support exert a direct and significant impact on entrepreneurial motivation and the interest in becoming young entrepreneurs among the alumni of the Faculty of Economics at UKI Toraja. Entrepreneurial motivation has a direct and significant influence on the interest in becoming young entrepreneurs among the alumni of the Faculty of Economics at UKI Toraja. Entrepreneurship knowledge has an indirect and significant influence on the interest in becoming a young entrepreneur through entrepreneurial motivation among the alumni of the Faculty of Economics at UKI Toraja. Similarly, family support also has an indirect and significant influence on the interest in becoming a young entrepreneur through entrepreneurial motivation among the alumni of the Faculty of Economics at UKI Toraja.

E-mail:
rahma@ukitoraja.ac.id

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1. INTRODUCTION

Indonesia, as a country with a high population density, faces the inevitable challenges of poverty and unemployment, which continue to increase each year. The rising unemployment rate is primarily attributed to the narrowing job market and the increasing number of graduates annually. This means that the number of job seekers continues to grow, while job opportunities fail to keep pace with the demand.

According to the Central Statistics Agency data (2021), the number of unemployed individuals reached 8,746,008. The current population of Indonesia is approximately 270 million, with 68.75 percent falling within the productive age group. The millennial generation constitutes 69.90 million or 25.87 percent of the population, while Generation Z accounts for 75.49 million or 27.94 percent.

Entrepreneurship is one alternative solution to reduce unemployment in Indonesia besides creating job opportunities. A statement from the United Nations asserts that a country can thrive when it has entrepreneurs comprising 2% of its population (Alma, 2013). However, in reality, the interest of the Indonesian society in becoming entrepreneurs is still lacking. The general orientation of the society, including students, tends to prefer seeking employment rather than creating job opportunities. This is due to the prevailing mindset that places formal employment, such as civil service positions, state-owned enterprises, and private sector jobs, as the ideal career choices.

Developing interest is crucial for someone to become an entrepreneur. According to Anggraeni and Harnanik (2015), entrepreneurial interest is the desire, attraction, and willingness to work hard or have a strong determination to strive to the maximum to meet one's livelihood needs without being afraid of the risks involved. It also involves having a strong willingness to learn from failures. High interest within an individual drives them to take action towards their aspirations.

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There are several factors that individuals need to consider in order to enhance their entrepreneurial interest, and one of them is the family. Positive support from the family is a significant factor that influences a child's interest in becoming an entrepreneur. The family environment is the primary social environment in a person's life, where they learn and express themselves as social beings through interactions with their family members. Within the family, values and norms of living are instilled, ultimately shaping a child's behavior and fostering their personal growth and aspirations for the future. An individual who comes from an entrepreneurial background or family environment, where entrepreneurship knowledge is instilled from an early age, will certainly differ from someone who lacks an entrepreneurial background. The more parents provide encouragement and influence to their children in entrepreneurship, the more likely the child will develop an interest and make the choice to become an entrepreneur. Students who have high emotional support tend to have stronger entrepreneurial aspirations due to the belief that their families can support them during the various cycles of entrepreneurship, which are often unpredictable (Y. Chen and Y. He, 2011). The research conducted by Hutagalun, Bongsu, Doli M Ja'far Dalimunthe, Rilo Pambudi, Arif Qaedi Hutagalung, and Iskandar Muda (2017) found that the family environment and entrepreneurship education have a positive and significant impact on entrepreneurial motivation.

Another factor that influences the interest in becoming an entrepreneur is entrepreneurial motivation. According to Baum, Frese, and Baron (2007) as cited in Rosmiati et al. (2015), entrepreneurial motivation refers to the motivation aimed at achieving entrepreneurial goals, such as goals that involve the implementation and utilization of business opportunities. Motivation for new venture development is necessary not only due to individuals' belief in their ability to succeed but also their ability to access information about entrepreneurial opportunities. Therefore, entrepreneurial motivation arises when there is a desired or needed need, influenced by various factors that can impact one's future life.

Entrepreneurship knowledge is one of the primary factors in fostering the interest to become an entrepreneur (Nurbaya & Moerdiyanto, 2012:10). Entrepreneurship knowledge is defined as the science, art, behavior, characteristics, and traits of an individual that manifest innovative ideas into the real world in a creative manner. Thinking of something new (creativity) and taking action to do something new (innovation) are aimed at creating added value to compete with the goal of creating prosperity for individuals and society. Entrepreneurship knowledge can be acquired through learning, both inside and outside the classroom. Entrepreneurship knowledge obtained through campus learning will encourage students to apply it in real-world situations. The research conducted by Tateh et al. (2014) further validates that knowledge about entrepreneurship influences the intention and motivation to become an entrepreneur, as it provides confidence in taking risks through innovation.

Based on initial observations, the Faculty of Economics at UKI Toraja produces 400 graduates every year. The high number of graduates, if not accompanied by job opportunities, will result in high unemployment rates in Tana Toraja and Toraja Utara. Therefore, the alumni of the Faculty of Economics at UKI Toraja are equipped with entrepreneurship knowledge with the hope that after graduating from the university, they will not solely rely on formal employment but instead create job opportunities by becoming young entrepreneurs. The Faculty of Economics at UKI Toraja implements the Independent Learning Campus Merdeka (MBKM) program, which was initiated in 2020. This program aims to encourage students to master various knowledge fields that are useful for entering the new world after graduation. The MBKM program is intentionally designed to provide contextual field experiences that enhance students' overall competence, making them ready for work or capable of creating new job opportunities, including becoming young entrepreneurs. In this curriculum, students acquire entrepreneurship knowledge through mandatory courses, namely Entrepreneurship, and its supporting course, Business Feasibility Study. From these two courses, students will be equipped with entrepreneurship knowledge that can be applied both during and after graduation. Moreover, through the MBKM program, the Faculty of Economics at UKI Toraja implements internship programs with various partners, which enhance students' skills and knowledge.

Based on the explanation or description above, the researcher is interested in conducting research with the title "IMPACT OF SHOPPING ATTRIBUTES ONLINE AND SHOPPING EXPERIENCE ONLINE MEDIATION OF CUSTOMER LOYALTY WITH MEDIATION SATISFACTION (Student Study of the Faculty of Economics And Business, University Of HKBP Nommensen Medan)".

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Literature Review

Entrepreneurship Knowledge

Entrepreneurship knowledge is one of the primary factors in fostering the interest to become an *entrepreneur* (Nurbaya & Moerdiyanto, 2012:10). Entrepreneurship knowledge is defined as the science, art, behavior, characteristics, and traits of an individual that manifest innovative ideas into the real world in a creative manner.

Family Support

Family support in the entrepreneurial context can manifest in various ways, such as providing information and assisting in the acquisition or provision of venture capital, particularly financial capital (P. Jaskiewicz, J. G. Combs, and S. B. Rau, 2015). Family support eases individuals in deciding to start a business, providing a boost of confidence in their abilities, as well as a positive appraisal of their decisions (M. A. Sahban, M. Kumar, and S. S. Ramalu, 2015).

Entrepreneurship Motivation

Afandi (2018:23), "Entrepreneurial motivation is the internal desire that arises within an individual, inspired, motivated, and driven to engage in activities with sincerity, enthusiasm, and dedication, aiming to achieve good and high-quality results." Entrepreneurial motivation can enhance the intention to become an entrepreneur as it increases self-confidence, ignites enthusiasm, and encourages individuals to engage in business activities that necessitate innovation, creative thinking, and the willingness to take risks in pursuit of business profits (Herdjiono et al., 2017).

Interest in Becoming Young Entrepreneur

Anggraeni and Harnanik (2015), entrepreneurial interest is the desire, attraction, and willingness to work hard or have a strong determination to strive to the maximum to meet one's livelihood needs without being afraid of the risks involved. It also involves having a strong willingness to learn from failures. High interest within an individual drives them to take action towards their aspirations.

Conceptual framework

Based on the description above, it can be built research framework as follows:

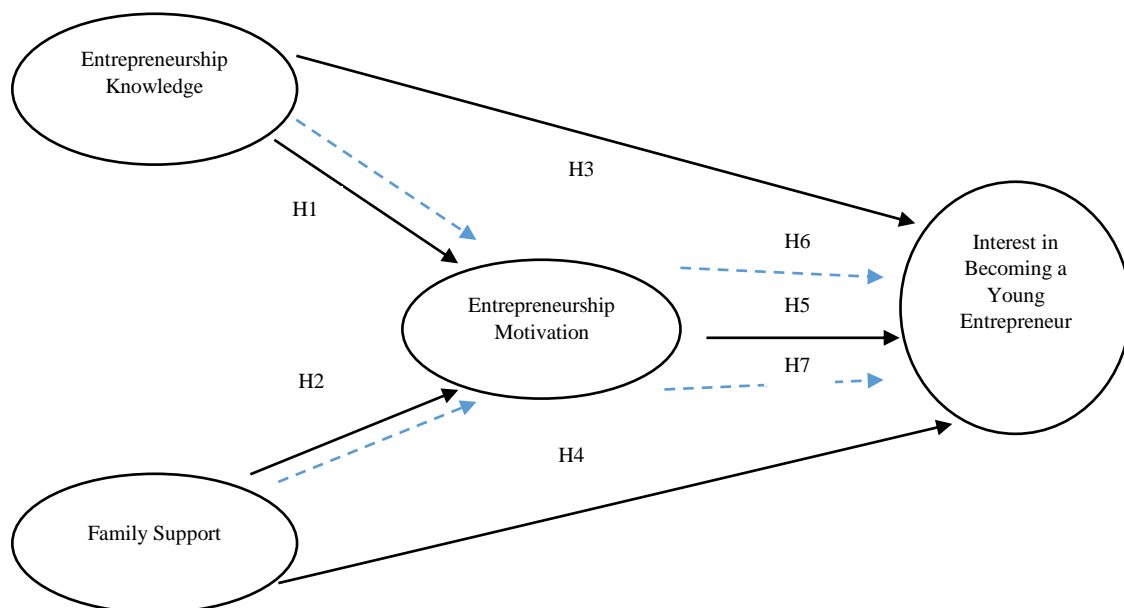


Figure 1. Relationship Between Entrepreneurship Knowledge, Family Support, Entrepreneurial Motivation, And The Interest In Becoming A Young Entrepreneur

Research Hypothesis

Based on the problem formulation and conceptual framework above, the research hypothesis put forward by the researcher is as follows:

1. Entrepreneurial Knowledge has a positive and significant influence on Entrepreneurship Motivation.
2. Family Support has a positive and significant influence on Entrepreneurship Motivation.
3. Entrepreneurial Knowledge has a positive and significant influence on Interest in Becoming a Young Entrepreneur

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4. Family Support has a positive and significant influence on Interest in Becoming a Young Entrepreneur
5. Entrepreneurial Motivation has a positive and significant influence on Interest in Becoming a Young Entrepreneur.
6. Entrepreneurial Knowledge and has a positive and significant influence on Interest in Becoming a Young Entrepreneur through Entrepreneurship Motivation
7. Family Support and has a positive and significant influence on Interest in Becoming a Young Entrepreneur through Entrepreneurship Motivation

2. METHOD

Based on the research objectives, this study falls under the category of quantitative research with an explanatory approach. It aims to analyze or identify facts emerging from the studied object and test and confirm the influence of entrepreneurship knowledge, family support, and entrepreneurial motivation on the interest in becoming a young entrepreneur (Case Study on the Alumni of the Faculty of Economics at UKI Toraja). Population refers to all values, whether quantitative or qualitative, resulting from calculations or measurements, regarding specific characteristics of a complete and well-defined group of objects (Husaini & Purnomo, 2012:181). The population in this study consists of all the alumni of the Faculty of Economics at UKI Toraja starting from the year 2021, after the implementation of the Independent Learning Campus Merdeka (MBKM) curriculum. The sampling technique employed in this research is *purposive sampling*, selecting a specific population accessible as respondents. In this case, 51 selected alumni who have already initiated their own business ventures were chosen as respondents.

The data collection technique used in this research is a questionnaire (survey). To test the influence of the intervening variables, the path analysis method was employed, which was calculated and analyzed using SPSS version 26 and the Sobel test. *Path analysis* is utilized to understand the patterns of relationships among the studied variables based on theoretical considerations and previous empirical studies. The results are then presented in the form of a *path diagram*, which serves as a tool to aid in the conceptualization of complex issues. In this study, the relationship between the *independent variables* (Entrepreneurship Knowledge and Family Support) and the dependent variable (Interest in Becoming a Young Entrepreneur) is mediated by the intervening variable (Entrepreneurial Motivation). This relationship is illustrated by the following variable model:

1. Independent variables: Entrepreneurship Knowledge (X1) and Family Support (X2).
2. Intervening variable: Entrepreneurial Motivation (Z).
3. Dependent variable: Interest in Becoming a Young Entrepreneur (Y).

3. RESULT AND DISCUSSION

The object of this research is the alumni of the Faculty of Economics at UKI Toraja, Batch 2023. The total sample size in this study is 51 alumni who willingly filled out the questionnaire and met the criteria to be respondents, which includes graduating after the revision of the Independent Learning Campus Merdeka curriculum. In this curriculum, one of the focuses is on entrepreneurship education in several courses, emphasizing the enhancement of skills to support the entrepreneurial spirit.

The Test Of The Coefficient Of Determination (Adjusted R-Square/R2)

Table 1 Coefficient Of Determination (R-Square/R2) In Regression Analysis 1

Model Summary ^b						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	
1	.703 ^a	.494	.473	3.051	2.036	
a. Predictors: (Constant), Entrepreneurship Knowledge Family Support						
b. Dependent Variable: Entrepreneurial Motivation						

Source: Processed primary data, 2023.

Table 2 Coefficient Of Determination (R-Square/R2) In Regression Analysis 2

Model Summary ^b						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	
1	.740 ^a	.548	.519	2.338	1.821	
a. Predictors: (Constant), Entrepreneurship Knowledge, Family Support, Entrepreneurial Motivation						
b. Dependent Variable: Interest in Becoming a Young Entrepreneur						

Source: Processed primary data, 2023

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Based on the results in Table 1 and Table 2 for equations 1 and 2, it can be observed that the coefficient of determination (R-Square) is 0.494 and 0.548 in Regression Model 2. Therefore, in regression 1, it can be concluded that the independent variables, Entrepreneurship Knowledge (X1) and Family Support (X2), collectively have a simultaneous influence on the mediating variable, Entrepreneurial Motivation (Y1), by 49.4%, while the remaining 50.6% is influenced by other variables not accounted for in this study. The same applies to Regression Model 2, thus it can be concluded that the independent variables, Entrepreneurship Knowledge (X1) and Family Support (X2), as well as the mediating variable, Entrepreneurial Motivation (Y1), collectively have a simultaneous influence on the dependent variable, Interest in Becoming a Young Entrepreneur (Y2), by 54.8%. The remaining 45.2% is influenced by other variables not accounted for in this study. This indicates that there are other variables that affect the variable of Interest in Becoming a Young Entrepreneur (Y2) which were not considered in this research.

F Test

Table 3 The Simultaneous Hypothesis Test

Model	R ²	FCount	F Table	Sig.
Substructural Equation 1	49.4	19.014	3,252	0.000
Substructural Equation 2	54.8	23.404	2,866	0.000

Source: Processed primary data, 2023.

Based on the calculations above, it is found that the obtained $F\text{-value} > F\text{-table}$ for both structural equation 1 and structural equation 2. In the testing of structural equation 1, the calculated F-value is 19.014, which is significantly larger than the F-table value of 3.252 ($19.014 > 3.252$), with a significance level of 0.000, which is smaller than 0.05 ($0.000 < 0.05$). Therefore, it can be concluded that the variables Entrepreneurship Knowledge (X1) and Family Support (X2), together (simultaneously), have a significant influence on Entrepreneurial Motivation (Y1). Additionally, in the testing of structural equation 2, the calculated F-value is 23.404, which is significantly larger than the F-table value of 2.866 ($23.404 > 2.866$), with a significance level of 0.000, which is smaller than 0.05 ($0.000 < 0.05$). This indicates that Entrepreneurship Knowledge (X1), Family Support (X2), and the mediating variable Entrepreneurial Motivation (Y1), together (simultaneously), have a significant influence on the Interest in Becoming a Young Entrepreneur (Y2).

T Test

Table 4 The Partial Hypothesis Test

No	Hypothesis	P-Value	$\alpha=5\%$	t count	t table
1	Direct Influence of Entrepreneurship Knowledge (X1) on Entrepreneurial Motivation (Y1)	0.000	0.05	4.508	1.687
2	Direct Influence of Family Support (X2) on Entrepreneurial Motivation (Y1)	0.012	0.05	2.622	1.687
3	Direct Influence of Entrepreneurship Knowledge (X1) on Interest in Becoming a Young Entrepreneur (Y2)	0.042	0.05	2.087	1.687
4	Direct Influence of Family Support (X2) on Interest in Becoming a Young Entrepreneur (Y2)	0.035	0.05	2.178	1.687
5	Direct Influence of Entrepreneurial Motivation (Y1) on Interest in Becoming a Young Entrepreneur (Y2)	0.013	0.05	2.586	1.687
6	Indirect Influence of Entrepreneurship Knowledge (X1) on Interest in Becoming a Young Entrepreneur (Y2) through Entrepreneurial Motivation (Y1)	0.025	0.05	2.23	1.98
7	Indirect Influence of Family Support (X2) on Interest in Becoming a Young Entrepreneur (Y2) through Entrepreneurial Motivation (Y1)	0.022	0.05		

Source: Processed primary data, 2023.

Based on the results of the partial hypothesis tests presented in the above table, it is obtained that all tested hypotheses, both direct and indirect influences, have a $P\text{-value} < \alpha$ (0.05). Therefore, it can be concluded that:

1. The variable Entrepreneurship Knowledge (X1) has a calculated t-value of 4.508, which is greater than the critical t-value of 1.672. Additionally, the significance value is 0.000, which is less than

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- 0.05. Therefore, it can be concluded that the variable Entrepreneurship Knowledge (X1) has a direct and significant influence on Entrepreneurial Motivation (Y1).
2. The variable Family Support (X2) has a calculated t-value of 2.622, which is greater than the critical t-value of 1.672. Additionally, the significance value is 0.012, which is less than 0.05. Therefore, it can be concluded that Family Support (X2) has a direct and significant influence on Entrepreneurial Motivation (Y1).
 3. The variable Entrepreneurship Knowledge (X1) has a calculated t-value of 2.087, which is greater than the critical t-value of 1.672. Additionally, the significance value is 0.042, which is less than 0.05. Therefore, it can be concluded that Entrepreneurship Knowledge (X1) has a direct and significant influence on Interest in Becoming a Young Entrepreneur (Y2).
 4. The variable Family Support (X2) has a calculated t-value of 2.178, which is greater than the critical t-value of 1.672. Additionally, the significance value is 0.035, which is less than 0.05. Therefore, it can be concluded that Family Support (X2) has a direct and significant influence on Interest in Becoming a Young Entrepreneur (Y2).
 5. The variable Entrepreneurial Motivation (Y1) has a calculated t-value of 2.586, which is greater than the critical t-value of 1.672. Additionally, the significance value is 0.013, which is less than 0.05. Therefore, it can be concluded that Entrepreneurial Motivation (Y1) has a direct and significant influence on Interest in Becoming a Young Entrepreneur (Y2).
 6. The indirect influence of Entrepreneurial Knowledge (X1) on the Interest in Becoming a Young Entrepreneur (Y2) through Entrepreneurial Motivation (Y1) was examined using the *Sobel test*, yielding a z-value of $2.236 > 1.98$ and a significance level of $0.025 < 0.05$. Therefore, it can be concluded that Entrepreneurial Knowledge (X1) has a significant indirect effect on the Interest in Becoming a Young Entrepreneur (Y2) through Entrepreneurial Motivation (Y1).

Table 5 Sobel Test Examining The Effect Of Entrepreneurial Knowledge (X1) On The Interest In Becoming A Young Entrepreneur (Y2) Through Entrepreneurial Motivation (Y1).

Input:		Test statistic:	Std. Error:	p-value:
a	0.554	Sobel test: 2.2364904	0.07084493	0.02531967
b	0.286	Aroian test: 2.19608125	0.07214851	0.02808613
s _a	0.123	Goodman test: 2.27921558	0.0695169	0.02265425
s _b	0.111	Reset all	Calculate	

Source: Processed primary data, 2023.

The indirect influence of Family Support (X2) on the Interest in Becoming a Young Entrepreneur (Y2) through Entrepreneurial Motivation (Y1) was examined using the *Sobel test*, yielding a z-value of $2.078 > 1.98$ and a significance level of $0.037 < 0.05$. Therefore, it can be concluded that Family Support (X2) has a significant indirect effect on the Interest in Becoming a Young Entrepreneur (Y2) through Entrepreneurial Motivation (Y1).

Table 6 The Sobel Test Examining The Effect Of Family Support (X2) On The Interest In Becoming A Young Entrepreneur (Y2) Through Entrepreneurial Motivation (Y1).

Input:		Test statistic:	Std. Error:	p-value:
a	0.394	Sobel test: 2.07866143	0.05420989	0.03764848
b	0.286	Aroian test: 2.02606602	0.05561714	0.04275802
s _a	0.112	Goodman test: 2.13557772	0.05276511	0.03271385
s _b	0.111	Reset all	Calculate	

Source: Processed primary data, 2023.

Path Analysis Test Results

Table 7 Path Analysis Test Result

Variable	Direct effect	Indirect effect	Total effect	Sig.	Description
X1- Y1	0.554		0.554	0.000	Significant
X2 - Y1	0.394		0.394	0.012	Significant
X1 - Y2	0.234		0.234	0.042	Significant
X2-Y2	0.199		0.199	0.035	Significant
Y1-Y2	0.286		0.286	0.013	Significant
X1-Y1-Y2		0.158	0.392	0.035	Significant
X2-Y1-Y2		0.112	0.311	0.037	Significant

Source: Processed primary data, 2023.

The Influence of Entrepreneurial Knowledge (X1) on Entrepreneurial Motivation (Y1).

The research results indicate that entrepreneurial knowledge has a direct and significant influence on the entrepreneurial motivation of alumni from the Faculty of Economics at UKI Toraja. By processing the data, the obtained value of t calculated $4.508 > t$ table 1.672 , and the significance value also shows $0.000 < 0.05$, thus accepting the first hypothesis that "entrepreneurial knowledge has a direct and significant influence on entrepreneurial motivation." This research is in line with the study conducted by Muzakki1, Winarno, and Siswanto (2022), which found that entrepreneurial knowledge has a direct influence on the entrepreneurial motivation of Santri students at Pondok Pesantren Bahrul Maghfiroh Malang. There are various factors that individuals need to consider in order to enhance their interest in entrepreneurship, and one of them is knowledge about entrepreneurship itself. Entrepreneurial knowledge is the activity and capability of individuals to acquire systematically interconnected understanding, which enables them to innovate and be creative in the business field (Wahyuni et al., 2022: 23). Ciputra, as cited in Laiha (2022), states that success in entrepreneurship is not solely dependent on talent but also on knowledge and experience. This suggests that entrepreneurial knowledge is highly necessary for individuals as it facilitates their journey towards future business success. Entrepreneurial knowledge can be acquired through learning, both inside and outside the classroom. The factor of Entrepreneurship Education certainly influences the success of a business, as it also serves as a catalyst for an individual's inclination towards entrepreneurship. The knowledge acquired during college, particularly in entrepreneurship courses, has an impact on an individual's motivation in entrepreneurship. It is expected that students with high motivation will become new entrepreneurs, thereby contributing to the reduction of the unemployment rate (Setiawan, 2016). Students who enroll in entrepreneurship courses develop a strong mindset and motivation towards entrepreneurship, which in turn increases their interest and passion for the entrepreneurial world (Anggraini, 2016).

The Influence of Family Support (X2) on Entrepreneurial Motivation (Y1)

The research results indicate that family support has a direct and significant influence on the Entrepreneurial Motivation of Alumni from the Faculty of Economics at UKI Toraja. The data analysis yielded a calculated value of $t = 2.622 > t$ -table = 1.672 , and the significance value also showed that $0.012 < 0.05$. Therefore, the second hypothesis stating that "family support has a direct and significant influence on Entrepreneurial Motivation" is accepted. Family support in the entrepreneurial context can manifest in various ways, such as providing information and assisting in the acquisition or provision of venture capital, particularly financial capital (P. Jaskiewicz, J. G. Combs, and S. B. Rau, 2015). Penelitian ini sejalan dengan Tao Shen,, Arturo E. Osorio, Alexander Settles (2017) *show that the new perceived family support is positively related to perceived desirability and feasibility of starting a business*. Family support eases individuals in deciding to start a business, providing a boost of confidence in their abilities , as well as a positive appraisal of their decisions (M. A. Sahban, M. Kumar, and S. S. Ramalu, 2015). Furthermore, in line with Hutagalun, Bongsu, Doli M Ja'far Dalimunthe, Rilo Pambudi, Arif Qaedi Hutagalung, and Iskandar Muda (2017), the Family Environment and Entrepreneurship Education have a positive and significant impact on Entrepreneurial Motivation.

The Influence of Entrepreneurial Knowledge (X1) on the Interest in Becoming a Young Entrepreneur (Y2)

The research results indicate that entrepreneurial knowledge has a direct and significant influence on the interest in becoming a Young Entrepreneur among the alumni of the Faculty of Economics at UKI Toraja. The data analysis yielded a calculated value of $t = 2.087 > t$ -table = 1.672 , and the significance value also showed that $0.042 < 0.05$. Therefore, the third hypothesis stating that "entrepreneurial

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knowledge has a direct and significant influence on the interest in becoming a Young Entrepreneur" is accepted. This is in line with the study conducted by Muzakki1, Winarno, and Siswanto (2022), which found that entrepreneurial knowledge has a direct influence on the entrepreneurial interest of students at Pondok Pesantren Bahrul Maghfiroh Malang. It is also consistent with the research by Timur and Sri (2022), which indicates that entrepreneurship education based on the business history of Prophet Muhammad positively influences the intentions and motivation of Generation Z Muslims to become entrepreneurs. Lekoko et al. (2012) discovered that entrepreneurship education can foster entrepreneurial skills, attitudes, and behaviors that contribute to a nation's economic growth. Frank et al. (2007) emphasized that the implementation of entrepreneurship education should begin at the tertiary level and be initiated at earlier stages, such as middle school and elementary school levels.

The Influence of Family Support (X2) on the Interest in Becoming a Young Entrepreneur (Y2)

The research results indicate that family support has a direct and significant influence on the interest in becoming a Young Entrepreneur among the alumni of the Faculty of Economics at UKI Toraja. The data analysis yielded a calculated value of $t = 2.178 > t\text{-table} = 1.672$, and the significance value also showed that $0.035 < 0.05$. Therefore, the fourth hypothesis stating that "family support has a direct and significant influence on the interest in becoming a Young Entrepreneur" is accepted. Entrepreneurial intention refers to an individual's desire to engage in entrepreneurial activities by leveraging existing business opportunities (T. Ramayah and Z. Harun, 2005). When parents provide greater encouragement and exert influence on their children regarding entrepreneurship, the children are more likely to develop an interest and choose to become entrepreneurs. Students who receive significant emotional support tend to possess stronger aspirations for entrepreneurship, as they believe their families can support them through the unpredictable cycles of entrepreneurship (Y. Chen and Y. He, 2011). Students who receive support from their families in the form of entrepreneurship-related information tend to acquire extensive knowledge, which in turn increases their confidence in entrepreneurship (H. M. Gelaidan and A. O. Abdullateef, 2017). This research aligns with the findings of Annisa Dewi Niki, Fatwa Tentama, and Khoiruddin Bashori (2021), which showed that family support has a positive and significant influence on the interest in becoming an entrepreneur among twelfth-grade students at Muhammadiyah 3 Vocational High School.

The Influence of Entrepreneurial Motivation (Y1) on the Interest in Becoming a Young Entrepreneur (Y2)

The research results indicate that entrepreneurial motivation has a direct and significant influence on the interest in becoming a Young Entrepreneur among the alumni of the Faculty of Economics at UKI Toraja. The data analysis yielded a calculated value of $t = 2.586 > t\text{-table} = 1.672$, and the significance value also showed that $0.013 < 0.05$. Therefore, the fifth hypothesis stating that "entrepreneurial motivation has a direct and significant influence on the interest in becoming a Young Entrepreneur" is accepted. According to Afandi (2018:23), "Entrepreneurial motivation is the internal desire that arises within an individual, inspired, motivated, and driven to engage in activities with sincerity, enthusiasm, and dedication, aiming to achieve good and high-quality results." This study is consistent with the research that shows entrepreneurial knowledge has a positive and significant impact on entrepreneurial motivation among students in the management program at STIE Nias Selatan. Entrepreneurial motivation can enhance the intention to become an entrepreneur as it increases self-confidence, ignites enthusiasm, and encourages individuals to engage in business activities that necessitate innovation, creative thinking, and the willingness to take risks in pursuit of business profits (Herdjiono et al., 2017).

The Indirect Influence of Entrepreneurial Knowledge (X1) on the Interest in Becoming a Young Entrepreneur (Y2) through Entrepreneurial Motivation (Y1)

Based on the research, it was found that entrepreneurial knowledge has a significant indirect influence on the interest in becoming a Young Entrepreneur through Entrepreneurial Motivation. The results of the *Sobel test* analysis yielded a z-value of $2.236 > 1.98$, and the significance value was $0.025 < 0.05$. Therefore, the sixth hypothesis stating that "Entrepreneurial Knowledge (X1) has an indirect and significant influence on the interest in becoming a Young Entrepreneur (Y2) through Entrepreneurial Motivation (Y1)" is accepted. This implies that alumni who possess good entrepreneurial knowledge are likely to have entrepreneurial motivation upon graduation, indirectly influencing their interest in becoming Young Entrepreneurs among the alumni of the Faculty of Economics at UKI Toraja. Entrepreneurship education is not solely acquired through formal education; there are various factors beyond education that can enhance entrepreneurial knowledge. Research conducted by Tateh et al.

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(2014) further supports the notion that knowledge about entrepreneurship influences the intention and motivation to become an entrepreneur as it instills confidence in taking risks through innovation.

The Indirect Influence of Family Support (X2) on the Interest in Becoming a Young Entrepreneur (Y2) through Entrepreneurial Motivation (Y1)

Based on the research, it was found that family support has a significant indirect influence on the interest in becoming a Young Entrepreneur through Entrepreneurial Motivation. The results of the Sobel test analysis yielded a z-value of $2.078 > 1.98$, and the significance value was $0.037 < 0.05$. Therefore, the seventh hypothesis stating that "Family Support (X2) has an indirect and significant influence on the interest in becoming a Young Entrepreneur (Y2) through Entrepreneurial Motivation (Y1)" is accepted. This means that alumni who receive strong family support are more likely to have entrepreneurial motivation upon graduation, indirectly influencing their interest in becoming Young Entrepreneurs among the alumni of the Faculty of Economics at UKI Toraja. This is in line with the research conducted by Dora, Djoko, and Obsatar (2020), which found that motivation, knowledge, experience, and environment have an impact on the entrepreneurial success of students in the Undergraduate Management Study Program at Widayatama University who have taken Entrepreneurship courses. Individuals who have strong connections, such as family members, often receive encouragement, advice, and other forms of support that help them pursue entrepreneurial careers (Sequeira, Mueller, & McGee, 2007). Family plays a crucial role in influencing the entrepreneurial process, including the initiation of business ventures (Aldrich & Cliff, 2003). In the realm of entrepreneurship, perceived emotional support refers to the perception of approval and encouragement from family members regarding an individual's entrepreneurial endeavors. Perceived intellectual support signifies the belief that family members will offer advice when requested. Alongside perceived emotional and intellectual support, the entrepreneurship literature also acknowledges perceived economic support from the family (Bhandari, 2016).

4. CONCLUSION

In realizing the aspirations of alumni to become young entrepreneurs after graduating, it is crucial for universities to identify factors that influence the motivation to become young entrepreneurs. Internal factors such as family support and external factors such as entrepreneurial knowledge gained during education on campus serve as foundations for alumni in the entrepreneurial process when starting a business. Partially, entrepreneurial knowledge and family support have a direct and significant influence on entrepreneurial motivation and the interest in becoming young entrepreneurs among the alumni of the Faculty of Economics at UKI Toraja. Entrepreneurial motivation has a direct and significant influence on the interest in becoming a young entrepreneur among the alumni of the Faculty of Economics at UKI Toraja. Additionally, entrepreneurial knowledge has an indirect influence on the interest in becoming a young entrepreneur through entrepreneurial motivation among the alumni of the Faculty of Economics at UKI Toraja. Furthermore, family support indirectly affects the interest in becoming a young entrepreneur through entrepreneurial motivation among the alumni of the Faculty of Economics at UKI Toraja. The limitations of this article are that it only focuses on Economic Alumni of UKI Toraja and only uses two predictor variable, namely Entrepreneurial Knowledge and Family Support. The next author can add additional variable from more databases. The author is grateful to those who have contributed from the beginning of the writing process to the publication of the article especially to the Toraja Christian University for providing support and funding for this research.

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