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The Influence of Entrepreneurship Education, Family Environment, and Entrepreneurial Motivation on Entrepreneurial Interest Among Students at Dian Nusantara University

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ABSTRACT

This study explores the influence of entrepreneurship education, family environment, and entrepreneurial motivation on the entrepreneurial interest of students at Dian Nusantara University. As the unemployment rate among university graduates continues to rise, entrepreneurship has emerged as a viable alternative to traditional employment. Using a quantitative approach, the study surveyed 70 students through structured questionnaires. Data were analyzed using validity and reliability tests, multiple linear regression, and classical assumption tests. The results show that entrepreneurship education, family environment, and entrepreneurial motivation each have a significant positive effect on students' entrepreneurial interest, both individually and collectively. Notably, entrepreneurial motivation was found to be the most dominant factor. These findings highlight the need for universities to integrate more experiential entrepreneurship programs and for families to provide moral support. Ultimately, fostering entrepreneurial interest among students can contribute to the creation of self-sufficient graduates who are ready to innovate and generate employment.

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INTRODUCTION

Entrepreneurship plays a crucial role in driving national development by fostering job creation, innovation, and economic competitiveness. In Indonesia, where economic transformation is ongoing, the emphasis on cultivating young entrepreneurs has grown stronger. This is especially relevant in the context of university students who, despite their academic qualifications, often struggle to secure employment. Kuratko (2005) emphasizes that the shift from traditional employment to entrepreneurial careers is not just a matter of choice but a strategic response to evolving market dynamics.

Recent data from the Central Bureau of Statistics (BPS, 2024) indicates that 10.52% of unemployed individuals in Indonesia are university graduates, a figure that underscores the disconnect between formal education and labor market absorption. This misalignment highlights the need for higher education institutions to provide students with alternative

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career pathways beyond formal employment. One such pathway is entrepreneurship, which offers the promise of independence, creativity, and financial autonomy.

Entrepreneurship education has become increasingly important in this regard. According to Zimmerer, Scarborough, and Wilson (2008), such education should not only deliver theoretical content but also cultivate the attitudes and skills necessary to succeed in business. When students are exposed to practical experiences, role models, and simulations of real-world entrepreneurship, they are more likely to develop a meaningful interest in entrepreneurial activities. Gibb (2002) also stresses that learning by doing is essential in building entrepreneurial competencies.

However, the development of entrepreneurial interest is influenced not only by educational exposure but also by environmental factors, particularly the family. Hurlock (1990) explains that the family is the first social environment where values, behaviors, and expectations are shaped. A supportive family environment that encourages autonomy and risk-taking can significantly nurture a student's inclination toward entrepreneurship. Parents who model entrepreneurial behavior often serve as informal educators for their children.

In line with this, Astuti (2017) found that students from entrepreneurial families tend to demonstrate a higher propensity toward business-related careers. This is often due to early exposure to business practices and consistent reinforcement from family members. Moreover, financial backing and moral support from parents can strengthen a student's confidence in starting a business. Slameto (2003) adds that the emotional and cognitive climate in a family shapes a child's motivation to explore new ventures.

Entrepreneurial motivation is another essential factor that influences whether students pursue entrepreneurial paths. McClelland's (1961) theory of Need for Achievement posits that individuals who are highly motivated to accomplish goals and attain success are more likely to engage in entrepreneurial behavior. Siropolis (1997) echoes this view, noting that entrepreneurship is often driven by a deep-seated desire to create, innovate, and achieve something meaningful independently.

This motivation can be intrinsic, such as a personal aspiration for self-fulfillment, or extrinsic, such as economic necessity or social encouragement. Nugroho (2019) found that students who possess strong entrepreneurial motivation, regardless of whether it is internal or externally induced, tend to exhibit more determination and resilience in pursuing business ideas. Hence, understanding the source and intensity of students' motivation is critical to nurturing entrepreneurial interest.

Although Indonesian universities have made strides in promoting entrepreneurship, evidenced by national programs like Wirausaha Merdeka, there remains a significant gap in student engagement. An internal survey conducted by Dian Nusantara University in early 2025 revealed that only 42% of students expressed a clear desire to become entrepreneurs after graduation. The rest were either undecided or uninterested, citing lack of knowledge, support, or confidence as primary barriers.

The data suggest that while institutional and polic level interventions are in place, the development of entrepreneurial interest is multifaceted and deeply personal. It is shaped not

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only by formal education and government initiatives but also by the socio-emotional support systems that students experience in their immediate environments. As a result, the role of the family and personal motivation deserves closer attention alongside formal education in understanding what drives entrepreneurial aspirations among students.

Prior studies have independently examined the effects of education, family influence, and motivation on entrepreneurial behavior, but few have explored these variables simultaneously within the same framework. Research by Putri (2020) and Prasetyo (2021) indicates that each factor plays a role, yet their interrelated impact on student entrepreneurial interest, especially within the Indonesian context, requires further exploration. This study aims to address that gap by focusing on students at Dian Nusantara University.

METHODS

This study adopts a quantitative research approach to examine the influence of entrepreneurship education, family environment, and entrepreneurial motivation on students' entrepreneurial interest. The quantitative design was selected to enable the researchers to statistically measure relationships among variables using numerical data gathered from respondents. This method also allows for generalization of findings within the studied population, providing a structured and objective foundation for interpreting the results (Malhotra, 2010).

The research was conducted at Dian Nusantara University in Jakarta, Indonesia, with a population consisting of active undergraduate students enrolled in various faculties. A total of 70 students participated in the study, selected using a saturated sampling technique, meaning that the entire population that met the inclusion criteria was taken as the sample. This approach was chosen due to the manageable size of the target population and the desire to include as many perspectives as possible.

Primary data were collected through a structured questionnaire distributed online using Google Forms. The questionnaire was designed to measure four key variables: entrepreneurship education, family environment, entrepreneurial motivation, and entrepreneurial interest. Each variable was operationalized into four indicator-based statements, rated on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Prior to full deployment, the instrument was validated through a pilot test to ensure clarity and content relevance.

To complement the primary data, secondary data were also used. These included relevant literature from journal articles, books, government statistics, and previous studies related to entrepreneurship and youth behavior. This secondary information helped contextualize the research findings and establish a theoretical framework. Authors such as Ajzen (1991), McClelland (1961), and Zimmerer et al. (2008) were central in shaping the study's conceptual model.

The validity of the instrument was tested using Pearson's product-moment correlation. An item was deemed valid if its correlation coefficient exceeded the critical value at a significance level of 0.05. Reliability testing was performed using Cronbach's Alpha to ensure

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internal consistency of the items. All constructs in this study showed acceptable reliability, with Cronbach's Alpha values exceeding the threshold of 0.70 (Sugiyono, 2019).

Data analysis was carried out using multiple linear regression to determine the influence of the three independent variables, entrepreneurship education, family environment, and motivation, on the dependent variable, entrepreneurial interest. Classical assumption tests were also conducted to ensure that the regression model met the required statistical assumptions. These included tests for normality, multicollinearity, heteroskedasticity, and autocorrelation (Ghozali, 2017).

The regression results were further supported by t-tests and F-tests to assess the significance of individual variables and the model as a whole. The coefficient of determination (R^2) was used to evaluate how much of the variance in entrepreneurial interest could be explained by the independent variables. All analyses were performed using SPSS version 26.

Throughout the process, ethical considerations were maintained by ensuring voluntary participation and data confidentiality. Respondents were informed of the purpose of the study, and their consent was obtained prior to completing the questionnaire. By adhering to rigorous methodological standards, the study aims to provide valid, reliable, and actionable insights into the factors shaping entrepreneurial interest among university students.

RESULTS AND DISCUSSION

Respondent Characteristics

The characteristics of the respondents are described to provide a contextual understanding of the individuals who participated in the study. This information offers additional insights into the profile of the sample and helps in interpreting the research findings more accurately.

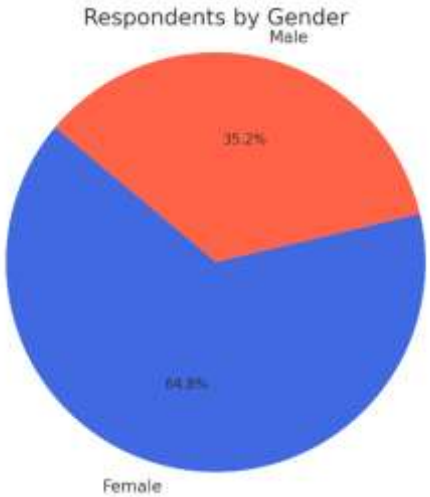

Figure 1. Respondent Characteristics Based on Gender

This figure shows that out of 70 respondents, 64.8% were female and 35.2% were male. This indicates that the majority of participants in this study were female.

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Respondent Characteristics Based on Age

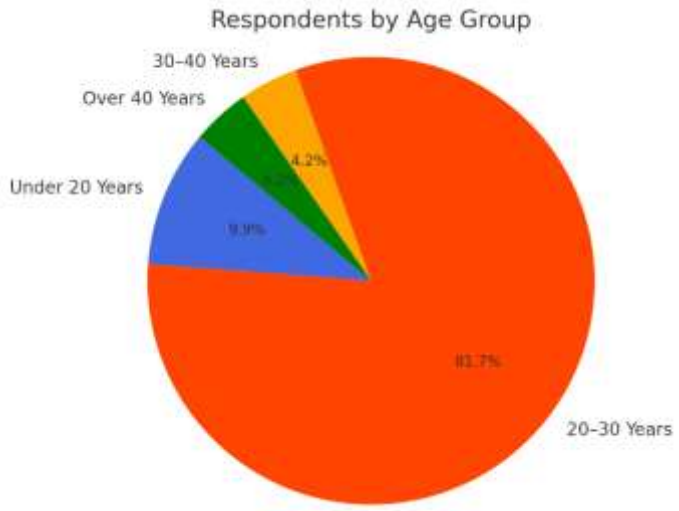

Figure 2. Respondent Characteristics Based on Age

Figure 2 shows that 9.9% of respondents were under 20 years old, 81.7% were between 20 and 30 years old, 4.2% were between 30 and 40 years old, and 4.2% were over 40 years old. These findings indicate that the majority of respondents were within the 20–30 age range.

Respondent Characteristics Based on Educational Background

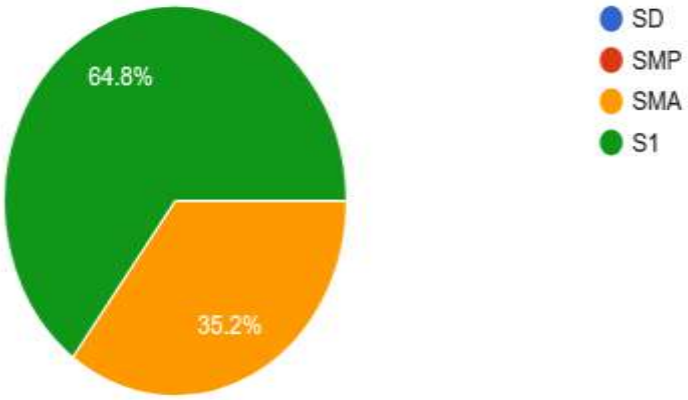

Figure 3. Respondent Characteristics Based on Educational Background

Figure 3 shows that none of the respondents had completed only elementary or junior high school. A total of 35.2% had completed high school, while the majority 64.8 held a bachelor's degree (S1).

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Respondent Characteristics Based on Income

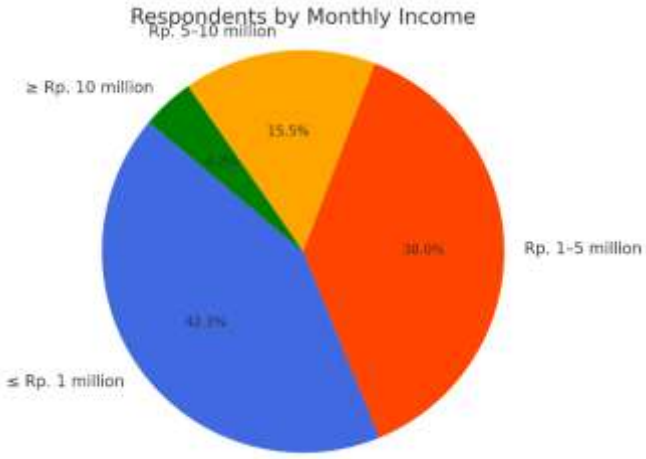

Figure 4. Respondent Characteristics Based on Income

Figure 4 shows that 42.3% of respondents had a monthly income of less than Rp. 1 million, 38% earned between Rp. 1 million and Rp. 5 million, 15.5% earned between Rp. 5 million and Rp. 10 million, and 4.2% earned more than Rp. 10 million. The majority of respondents fell into the lowest income category.

Descriptive Statistics Test

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Entrepreneurial Education	70	7	20	1208	17.26	.269	2.250
Family Environment	70	8	20	1149	16.41	.311	2.602
Entrepreneurial Motivation	70	8	20	1282	18.31	.288	2.411
Entrepreneurial Interest	70	8	20	1177	16.81	.323	2.699
Valid N (listwise)	70						

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Table 1 presents the descriptive statistical results for each research variable, including Entrepreneurial Education, Family Environment, Entrepreneurial Motivation, and Entrepreneurial Interest, based on a sample of 70 respondents. The analysis shows that Entrepreneurial Education has a mean score of 17.26 with a standard deviation of 2.250, indicating a relatively high level of educational exposure to entrepreneurship among the participants.

The Family Environment variable has a mean of 16.41 and a standard deviation of 2.602, suggesting moderate support from family background in shaping entrepreneurial interest. Entrepreneurial Motivation exhibits the highest mean score of 18.31 and a standard deviation of 2.411, reflecting strong motivational tendencies among respondents toward entrepreneurial pursuits.

Lastly, Entrepreneurial Interest has a mean value of 16.81 and a standard deviation of 2.699, indicating a generally positive inclination toward entrepreneurship, albeit with some variability across participants. Overall, the standard deviations across all variables suggest a reasonable spread of responses, and the data is considered reliable for further inferential analysis.

Validity Test

The validity test was conducted by comparing the calculated r-value with the r-table value. At a 5% significance level (α = 0.05) and a sample size of 70 (df = 68), the critical r-table value was 0.235.

Table 2. Validity Test Results

Variable	Number of Items	r-Value	r-Table	Remarks
Entrepreneurship Education (X1)	X1.1	0,826	0,235	Valid
	X1.2	0,819	0,235	Valid
	X1.3	0,718	0,235	Valid
	X1.4	0,708	0,235	Valid
Family Environment (X2)	X2.1	0,806	0,235	Valid
	X2.2	0,766	0,235	Valid
	X2.3	0,687	0,235	Valid
	X2.4	0,713	0,235	Valid
Entrepreneurial Motivation (X3)	X3.1	0,888	0,235	Valid
	X3.2	0,901	0,235	Valid
	X3.3	0,943	0,235	Valid
	X3.4	0,855	0,235	Valid
Entrepreneurial Interest (Y)	Y1	0,809	0,235	Valid
	Y2	0,845	0,235	Valid
	Y3	0,914	0,235	Valid
	Y4	0,881	0,235	Valid

It can be concluded that all calculated r-values exceeded the r-table value, indicating that each item is valid and capable of measuring the variables of Entrepreneurship Education,

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Family Environment, and Entrepreneurial Motivation in relation to Entrepreneurial Interest among UNDIRA students.

Reliability Test

The reliability test was conducted to assess the consistency of respondents' answers in measuring the variables of Entrepreneurship Education, Family Environment, and Entrepreneurial Motivation toward Entrepreneurial Interest among UNDIRA students.

Table 3. Reliability Test Results

Research Variable	Cronbach's Alpha	Description
Entrepreneurship Education	0,708	Realibel
Family Environment	0,716	Realibel
Entrepreneurial Motivation	0,918	Realibel
Entrepreneurial Interest	0,884	Realibel

Since all Cronbach's Alpha values exceeded 0.70, each variable in this study is considered reliable. This indicates that the respondents' answers were consistent in measuring the variables of Entrepreneurship Education, Family Environment, and Entrepreneurial Motivation toward Entrepreneurial Interest among UNDIRA students.

Normality Test

According to Imam Ghozali, a linear regression model is considered normally distributed if the data points on the normal probability plot are dispersed around the diagonal line and the significance value of the One-Sample Kolmogorov-Smirnov Test exceeds 0.05. In this case, the plotted points closely follow the diagonal line, indicating that the residuals are normally distributed.

Table 4. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		70
Normal Parametersa, b	Mean	.0000000
	Std. Deviation	1.70340088
Most Extreme Differences	Absolute	.121
	Positive	.078
	Negative	-.121
Test Statistic		.121
Asymp. Sig. (2-tailed)		.059c

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

The Asymp. Sig. (2-tailed) value is 0.059, which is greater than 0.050, indicating that the data are normally distributed.

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Multicollinearity Test

Table 7. Multicollinearity Test

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	-.599	1.889		-.317	.752		
Entrepreneurial Education	.106	.110	.089	3.966	.002	.714	1.401
Family Environment	.368	.099	.355	3.707	.000	.660	1.516
Entrepreneurial Motivation	.521	.111	.465	4.677	.000	.610	1.640

a. Dependent Variable: Entrepreneurial Interest

Based on the test results, all independent variables have tolerance values > 0.10 and VIF < 10 (Entrepreneurial Education: Tolerance = 0.714, VIF = 1.401; Family Environment: Tolerance = 0.660, VIF = 1.516; Entrepreneurial Motivation: Tolerance = 0.610, VIF = 1.640). Therefore, multicollinearity is not present (Imam Ghozali).

Heteroskedasticity Test

The scatterplot test shows that the data points are randomly distributed above and below the Y-axis at 0, indicating the absence of heteroskedasticity.

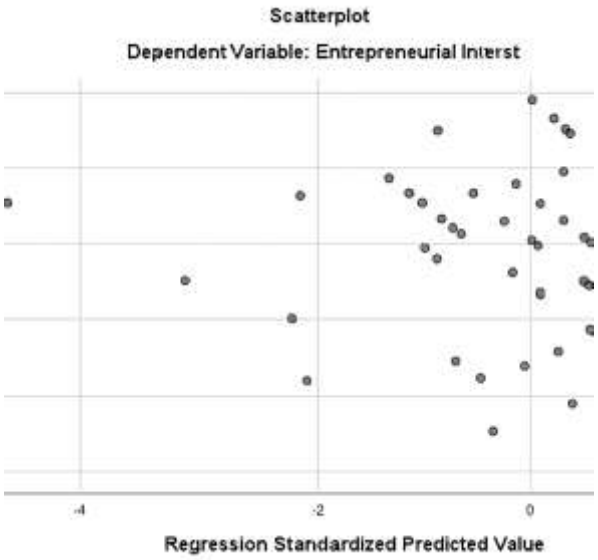

Figure 5. Heteroskedasticity Results

The points are randomly scattered and do not form a specific pattern around the Y-axis, indicating the absence of heteroskedasticity.

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Autocorrelation

The autocorrelation test using the Durbin-Watson method indicates no autocorrelation if the Durbin-Watson value lies between the upper bound (dU) and (4 – dU).

Table 8. Autocorrelation

Model Summaryb

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.776[a]	.602	.584	1.742	2.034

a. Predictors: (Constant), Entrepreneurial Motivation, Entrepreneurial Education, Family Environment
b. Dependent Variable: Entrepreneurial Interest

The Durbin-Watson test was conducted to detect the presence of autocorrelation in the regression model. Based on the Durbin-Watson table at a 5% significance level with 3 predictors (k = 3) and a sample size of 70 (N = 70), the lower bound (dL) value is 1.524 and the upper bound (dU) value is 1.702. The calculated Durbin-Watson value is 2.034, which falls within the acceptable range of dU < DW < 4 – dU (1.702 < 2.034 < 2.298). This result indicates that there is no evidence of autocorrelation in the regression residuals, thus meeting one of the key assumptions of classical linear regression.

t-Test (Partial)

The partial t-test was conducted to compare the calculated t-values with the t-table at a significance level of α = 0.05. If the t-value is greater than the t-table value (t > t-table) or the p-value is less than 0.05, the independent variables X1, X2, and X3 are considered to have a significant effect on the dependent variable Y. The degrees of freedom (df) were determined using the formula:

Table 9. t-Test (Partial) Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.599	1.889		-.317	.752
	Entrepreneurship Education	.106	.110	.089	3.966	.002
	Family Environment	.368	.099	.355	3.707	.000
	Entrepreneurial Motivation	.521	.111	.465	4.677	.000

a. Dependent Variable: Entrepreneurial Interest

The results of the t-test analysis are as follows:

a. Entrepreneurship Education has a t-value of 3.966 > 1.666 and a significance level of 0.002 < 0.05, indicating a significant effect on Entrepreneurial Interest among UNDIRA students.

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b. Family Environment has a t-value of 3.707 > 1.666 and a significance level of 0.000 < 0.05, also showing a significant effect.
c. Entrepreneurial Motivation shows the strongest influence with a t-value of 4.677 > 1.666 and a significance level of 0.000 < 0.05, confirming a significant effect on Entrepreneurial Interest.

The t-test results indicate that all three independent variables—Entrepreneurial Education (t = 3.966; p = 0.002), Family Environment (t = 3.707; p = 0.000), and Entrepreneurial Motivation (t = 4.677; p = 0.000)—have a significant effect on Entrepreneurial Interest among UNDIRA students, as the t-values exceed the t-table and the p-values are below 0.05.

F-Test (Simultaneous)

Table 4. F-test Results

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	302.377	3	100.792	33.227	.000[b]
	Residual	200.209	66	3.033		
	Total	502.586	69			

a. Dependent Variable: Entrepreneurial Interest
b. Predictors: (Constant), Entrepreneurial Motivation, Entrepreneurship Education, Family Environment

The F-test result shows an F-value of 33.227, which is greater than the F-table value of 2.74, with a significance level of 0.000 < 0.05. This indicates that the regression model is valid and that Entrepreneurship Education, Family Environment, and Entrepreneurial Motivation have a significant simultaneous effect on Entrepreneurial Interest among UNDIRA students.

Coefficient of Determination (R^2)

Table 5. Coefficient of Determination (R^2) Results

Model Summaryb

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.776a	.602	.584	1.742

a. Predictors: (Constant), Entrepreneurial Motivation, Entrepreneurship Education, Family Environment
b. Dependent Variable: Entrepreneurial Interest

The coefficient of determination (R^2) is 0.602, indicating that 60.2% of the variation in Entrepreneurial Interest among UNDIRA students is explained by Entrepreneurship Education, Family Environment, and Entrepreneurial Motivation. The remaining 39.8% is influenced by other variables outside the scope of this study.

Discussion

The findings of this study reveal that Entrepreneurial Education, Family Environment, and Entrepreneurial Motivation each have a significant effect on students' Entrepreneurial

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Interest at Universitas Dian Nusantara (UNDIRA). These results are statistically supported by the t-test values for each independent variable: Entrepreneurial Education ($t = 3.966$, $p < 0.05$), Family Environment ($t = 3.707$, $p < 0.05$), and Entrepreneurial Motivation ($t = 4.677$, $p < 0.05$). Furthermore, the F-test ($F = 33.227$, $p < 0.05$) confirms that these three variables simultaneously influence Entrepreneurial Interest. The coefficient of determination ($R^2 = 0.602$) also indicates that 60.2% of the variance in Entrepreneurial Interest can be explained by the model, while the remaining 39.8% is explained by other factors not included in this study.

These findings align with the Theory of Planned Behavior (Ajzen, 1991), which suggests that attitudes, subjective norms, and perceived behavioral control influence behavioral intentions. In this study, entrepreneurial education shapes students' attitudes by increasing their knowledge and perceived competence in entrepreneurship. As affirmed by Gorman, Hanlon, and King (1997), educational programs can significantly influence students' entrepreneurial attitudes and aspirations. Similarly, the role of the family environment supports the development of subjective norms, where encouragement and role modeling from family members foster interest in entrepreneurship (Carr & Sequeira, 2007).

Moreover, the strong influence of entrepreneurial motivation reflects the internal drive that translates students' intentions into action. According to McClelland's Motivation Theory (1961), individuals with high achievement motivation are more likely to engage in entrepreneurial behavior. This was echoed in empirical studies by Zampetakis et al. (2009), who found that intrinsic motivation significantly enhances entrepreneurial intentions among university students.

These results underscore the critical role of integrating entrepreneurship education into higher education curricula. Institutions like UNDIRA can harness these insights by designing more interactive and experience-based learning programs. In addition, fostering family engagement in students' academic journeys can further nurture entrepreneurial interest. Lastly, psychological support systems and motivational training can be employed to boost students' confidence and resilience in pursuing entrepreneurship.

The practical implication of this research lies in the formulation of more holistic entrepreneurship development strategies, combining cognitive, social, and motivational components. Policymakers in education and curriculum development should take note of these interconnected variables to enhance entrepreneurial ecosystems within universities.

CONCLUSION

This study concludes that entrepreneurial education, family environment, and entrepreneurial motivation play significant roles in influencing students' entrepreneurial interest. Each of these factors contributes meaningfully to shaping the mindset and aspirations of students toward entrepreneurship. Among the three, entrepreneurial motivation stands out as the most dominant driver, reinforcing the importance of internal drive and personal ambition in fostering entrepreneurial behavior. The family environment also serves as a crucial social support system, while entrepreneurial education provides the necessary knowledge and skills

to stimulate interest and confidence in starting a business. Collectively, these variables form a strong and reliable model in explaining students' entrepreneurial interest. The findings emphasize the need for higher education institutions to implement comprehensive and integrative approaches to entrepreneurship development. These should include well-structured academic content, family engagement strategies, and motivational interventions. Furthermore, the model used in this study has passed the necessary assumption tests, ensuring the robustness of the conclusions drawn. Overall, this research provides valuable implications for curriculum designers, educators, and policymakers to enhance entrepreneurial ecosystems in universities by fostering both external support systems and internal student motivation.

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