

The Effect of Entrepreneurship Education and Family Environment on Entrepreneurial Interest of Economic Education Students at PGRI Argopuro University Jember

Isnain Husna¹, Noviana Mariatul Ulfa^{2*}, Shendy Andrie Wijaya³

^{1,2,3}Economic Education Study Program, FKIP Universitas PGRI Argopuro Jember, Indonesia

*Email: noviana.mu@gmail.com

Abstract

This study examines the influence of entrepreneurship education and family environment on students' entrepreneurial interest at Universitas PGRI Argopuro Jember, a private university located in a non-metropolitan area. Despite the integration of entrepreneurship courses and participation in collaborative entrepreneurship programs, preliminary observations indicate that students' entrepreneurial interest remains relatively limited. This study employs a quantitative approach using a survey method. Data were collected from 87 students of the Economics Education Study Program who had completed entrepreneurship courses, selected through purposive sampling. The research instrument consisted of a structured questionnaire measured using a Likert scale, and the data were analyzed using multiple linear regression with SPSS software. The results indicate that entrepreneurship education and family environment each have a positive and significant effect on students' entrepreneurial interest, both partially and simultaneously ($\text{Sig.} < 0.05$). The coefficient of determination ($R^2 = 0.290$) suggests that these two variables explain 29% of the variance in entrepreneurial interest. The findings highlight the importance of strengthening entrepreneurship learning in higher education while simultaneously fostering family support to enhance students' entrepreneurial orientation. This study contributes empirical evidence from a small private university context, which has received limited attention in previous entrepreneurship research.

Keywords: entrepreneurship education, entrepreneurial interest, family environment.

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Introduction

Indonesia is currently experiencing a demographic bonus characterized by the dominance of the productive-age population. While this condition presents opportunities for economic growth, it simultaneously poses serious challenges, particularly in the form of intensified competition in the labor market in the era of the Industrial Revolution 4.0. One of the most pressing issues is the persistent unemployment rate among higher education graduates, which indicates a mismatch between graduates' competencies and labor market demands. This situation underscores the importance of alternative employment creation strategies, particularly through the development of entrepreneurship among university students.

In the context of higher education, entrepreneurship education is widely regarded as a strategic instrument for transforming graduates from job seekers into job creators. Entrepreneurship education refers to a learning process designed to shape students' mindsets, attitudes, and competencies related to entrepreneurial careers, enabling them to identify opportunities, innovate, and take calculated risks. Previous studies have consistently demonstrated that the integration of entrepreneurship education into university curricula positively influences students' entrepreneurial interest based on Prawiranegara et al., (2019) in (Ayu & Martini, 2024). Consequently, higher education institutions are expected to play a pivotal role in fostering entrepreneurial intentions as part of broader efforts to address graduate unemployment.

Students of Economics at the University PGRI Argopuro Jember possess academic knowledge in economics and business that can serve as a strong foundation for engaging in entrepreneurial activities. However, this potential cannot be fully realized without support from various factors, including external environmental

influences and internal personal beliefs. Therefore, it is essential to examine how economic conditions and the family environment contribute to shaping students' interest in entrepreneurship.

University PGRI Argopuro Jember, a small private university located in a non-metropolitan area, has integrated entrepreneurship courses into the Economics Education Study Program since its establishment. In addition, the university actively encourages student participation in collaborative entrepreneurship initiatives, such as the Merdeka Entrepreneurship Program (*Wirausaha Merdeka*). However, preliminary observations and internal program data indicate that students' interest in pursuing entrepreneurship as a post-graduation career option remains relatively limited. Many students continue to exhibit a strong preference for conventional employment paths, such as positions in government institutions or private companies, suggesting that the outcomes of entrepreneurship education have not yet been fully reflected in students' career orientations.

Beyond formal entrepreneurship education, the family environment represents an important external factor influencing students' entrepreneurial interest. The family environment, particularly parental roles and occupational backgrounds, plays a crucial role in shaping individuals' values, attitudes, and career-related decision-making. Parents who provide emotional support, financial resources, or serve as entrepreneurial role models tend to encourage greater entrepreneurial confidence and risk-taking among their children. Conversely, a less supportive family environment may discourage students from pursuing entrepreneurship and reinforce preferences for more secure and conventional career choices (Ayu & Martini, 2024).

Although numerous studies have examined the influence of entrepreneurship education and family environment on entrepreneurial interest, existing research has predominantly focused on large public universities or urban higher education institutions. Empirical studies conducted in small private universities located in regional or non-metropolitan areas remain limited. Moreover, many previous studies have not sufficiently explored contextual characteristics, such as differences in student backgrounds or institutional environments, nor have they emphasized localized empirical evidence that reflects the unique conditions of smaller higher education institutions.

These limitations indicate a clear research gap that warrants further investigation. Therefore, this study aims to provide empirical evidence by examining the influence of entrepreneurship education and family environment on the entrepreneurial interest of students in the Economics Education Study Program at Universitas PGRI Argopuro Jember. By focusing on a small private university context, this research is expected to contribute a contextualized understanding of the factors shaping students' entrepreneurial interest and to inform the development of more effective, locally grounded entrepreneurship education strategies.

Based on the foregoing discussion, the objectives of this study are threefold: (1) to analyze the effect of entrepreneurship education on students' entrepreneurial interest at Universitas PGRI Argopuro Jember; (2) to examine the influence of family environment on students' entrepreneurial interest at Universitas PGRI Argopuro Jember; and (3) to analyze the simultaneous effect of entrepreneurship education and family environment on students' entrepreneurial interest.

Literature Review

Entrepreneurship Education

Entrepreneurship education can be defined as a systematic approach to teaching entrepreneurial skills to students. According to Fayolle & Gailly, (2015) in (Alakaleek et al., 2023; Handrito et al., 2024), the scope of entrepreneurship education extends beyond the mere transmission of theoretical knowledge, encompassing the cultivation of entrepreneurial attitudes, such as risk-taking and adaptability. A growing body of research has demonstrated that effective entrepreneurship education has the potential to enhance students' interest in entrepreneurship. This enhancement is attributed to the educational experience providing students with a more profound comprehension of the business process and the challenges encountered by entrepreneurs. As asserted by the collective work of (Ayu & Martini, 2024; Nabi et al., 2018), the provision of education in the domain of entrepreneurship has the capacity to enhance students' inclination towards entrepreneurship by furnishing them with a more profound comprehension of the entrepreneurial process and the challenges that are often encountered. Effective entrepreneurship education programs should incorporate experiential learning components, such as business simulations and entrepreneurial projects, to enhance student engagement. A comprehensive entrepreneurship education should encompass not only the theoretical underpinnings of entrepreneurship but also the cultivation of essential attitudes and competencies that are critical for success in the entrepreneurial realm. These include a willingness to assume financial risks, a capacity for adaptability, and a mindset that embraces uncertainty.

A growing body of research has demonstrated that effective entrepreneurship education has the potential to enhance students' interest in entrepreneurship. This enhancement is attributed to the educational experience providing students with a more profound comprehension of business processes and the challenges encountered by entrepreneurs. The following indicators of entrepreneurship education are described in the present study, as outlined by (Hutagalung et al., 2017)):

1. Curriculum

The provision of educational competencies grounded in the principles and practices of entrepreneurship is a critical component of the academic curriculum, aimed at cultivating the next generation of innovative leaders and contributing to the broader

societal and economic development. The objective of this curriculum is to provide students with a foundation in entrepreneurial concepts, business processes, and the capacity to discern and investigate business opportunities

2. Desire

Desire is defined as the motivating factor that impels an individual to establish and oversee their own business venture, frequently propelled by aspirations to attain financial autonomy and actualize personal interests

3. Insights

The concept of entrepreneurship encompasses a comprehensive understanding and perspective on the realm of business and entrepreneurship. This encompasses the ability to discern opportunities, manage risk, and innovate

4. Raise Awareness

By fostering this awareness, it is anticipated that students will evolve from passive consumers to active contributors, thereby generating economic solutions, fostering job creation, and promoting sustainable economic growth

Family Environment

Posits that the family constitutes the primary and most significant environment for children (Nasution, 2019). In the developmental context of a child, the family unit occupies a pivotal role. The family unit serves as the primary source of early-life experiences for children. Within the context of the family unit, the role of parents assumes a particularly salient dimension, as they serve as a paradigm for child development. The family environment can shape a child's identity and is very important for the child's success (Sudirjo, E.; Alief, 2021). Encouragement from immediate family dramatically impacts students' decisions to become entrepreneurs. The family constitutes the foundational unit for the growth and development of children. As one of the factors that can affect individual interest in entrepreneurship, the development of children's personality is largely influenced by the family environment. The family environment is the main environment that has more influence on individuals than the secondary environment (Widianingrum, 2020).

It has been posited that a healthy family environment can engender an atmosphere conducive to the optimal development of children. The family environment has been demonstrated to exert a significant influence on the development of a child's personality and their attitude towards the external environment. The quality of education provided by parents has been demonstrated to influence children's future aspirations. According to Amik et al. (2016) in (Utami et al., 2022), several indicators are employed to assess the family environment, namely:

1. How parents educate

The manner in which parents educate their children exerts a significant influence on the development of their children's character, skills, and mindset. Parents who are actively involved in their children's education, through open communication and emotional support, tend to build confidence and motivation in their children. Furthermore, the role model behavior exhibited by parents on a daily basis is a significant contributing factor. Children frequently imitate the values and attitudes demonstrated by their parents

2. Relationships between family members

The establishment of healthy and harmonious relationships between family members, characterized by open communication, mutual respect, and emotional support, is a critical factor in promoting a child's psychological well-being and development. When family members are able to interact effectively, they establish an environment characterized by safety and comfort, which fosters children's expression and exploration of their potential

3. The home atmosphere

The concept of a comfortable and harmonious home is typically associated with the presence of cleanliness, warmth, and harmony among family members. The cultivation of a positive atmosphere is predicated on effective communication, shared activities, and family traditions that serve to fortify emotional bonds

4. Understanding of parents

The primary responsibility of parents is to provide children with attention, guidance, and support, fostering their physical, emotional, and intellectual well-being. It is imperative that children receive encouragement and guidance from their parents. In instances where children are experiencing a decline in motivation, it becomes incumbent upon parents to provide them with the necessary guidance and encouragement, to the greatest extent possible, in addressing the challenges they encounter, both within the academic setting and in their extracurricular activities. It is imperative for him to cultivate a sense of self-assurance. This is a critical aspect of fostering their self-confidence

Entrepreneurial Interest

As Anggraeni & Harnanik, (2015) in (Bahri & Alamsyah, 2024) contend, entrepreneurial interest is defined by three components: the desire, interest, and willingness to work hard or be strong-willed to try their best to meet their needs without being afraid of the risks that will occur, and the willpower to learn from failure. Entrepreneurial interest is defined as a positive attitude and desire to engage in entrepreneurial activities. This interest can be influenced by entrepreneurship education and practical experience (Gartner, 2015). According to (Kuckertz et al., 2020), entrepreneurial interest is indicative of an individual's propensity to innovate and proactively generate value through new ventures. In this case, entrepreneurial interest can be defined as a person's tendency or interest in engaging in entrepreneurial activities. Such activities include identifying business

opportunities, taking risks, and managing a business. This interest is indicative of an individual's aspiration to establish and oversee their own business venture, while concurrently contributing to societal value creation and innovation. As Susanto in (Andini & Engriani, 2019) explains, several indicators are employed to measure entrepreneurial interest:

1. The experience of pleasure

An individual who derives pleasure or love from a particular business activity is likely to engage in rigorous study of the business. This pursuit is not driven by external compulsion, but rather is characterized by a strong intrinsic motivation to persist in the realm of entrepreneurship

2. Interest

This phenomenon pertains to the impetus that fosters a propensity to harbor an interest in entrepreneurship, or alternatively, it can be conceptualized as an affective experience engendered by entrepreneurial activities in and of themselves

3. Attention

A person who has an interest in certain business activities will demonstrate a heightened level of attention toward the field of business in which they are interested, thereby also evidencing a stronger inclination toward pursuing their own entrepreneurial endeavors

4. Involvement

The objective is to facilitate engagement in business activities and cultivate comprehension of the principles and practices associated with entrepreneurial endeavors

Metode

This study employed a quantitative research design to examine the influence of entrepreneurship education and family environment on students' entrepreneurial interest. Quantitative research is grounded in the positivist paradigm and aims to test hypotheses through statistical analysis of data obtained from a population or sample (Sugiyono, 2020). This approach was selected to enable objective measurement and empirical testing of relationships among the research variables.

The data sources in this study consisted of primary and secondary data. Primary data were collected through a structured questionnaire distributed to the research respondents, while secondary data were obtained from relevant literature, including textbooks, scientific articles, research journals, and other supporting documents related to entrepreneurship and education.

The population of this study comprised 664 students enrolled in the Economics Education Study Program at Universitas PGRI Argopuro Jember. The sample was determined using a **purposive sampling technique**, with specific criteria applied to ensure the relevance of the respondents to the research objectives. The selected respondents were active Economics Education students who had completed the entrepreneurship course. Purposive sampling was employed to ensure that participants possessed adequate knowledge and learning experience related to entrepreneurship education, thereby enhancing the validity of the collected data. The sample size was calculated using the Slovin formula, resulting in a total of 87 respondents.

The research instrument used in this study was a closed-ended questionnaire developed by the researchers based on theoretical frameworks and findings from previous studies. The questionnaire was administered online by distributing a survey link to Economics Education students. Each research variable was measured using four indicator items, resulting in four statements per variable. Entrepreneurship education was measured through indicators reflecting curriculum relevance, entrepreneurial understanding, entrepreneurial awareness, and motivation toward entrepreneurship. The family environment variable was measured using indicators related to parental educational practices, family relationships, home atmosphere, and parental support. Meanwhile, entrepreneurial interest was measured through indicators of enjoyment, interest, attention, and involvement in entrepreneurial activities.

All questionnaire items were assessed using a five-point Likert scale, ranging from 1 ("strongly disagree") to 5 ("strongly agree"). This scale was applied to capture respondents' perceptions and attitudes in a more nuanced manner. The collected data were analyzed using multiple linear regression analysis with the assistance of SPSS software to examine both partial and simultaneous effects among the research variables.

N

$$n = \frac{N}{1 + Ne^2}$$

Description:

n = number of samples

N = number of population

e = margin of error or maximum error is 10%

$$n = \frac{664}{1 + 664 (0,1)^2}$$

$$n = \frac{664}{7,64}$$

$$n = 86,92$$

Table 1
Number of Research Respondents

Academic Year	Frequency	Percentage (%)
2021	66	75,9
2022	6	6,9
2023	15	17,2
Total	87	100,0

Source: SPSS output, data processed by researchers (2025)

As indicated by the data presented in Table 1, it is evident that the 2021 cohort exhibited the highest rate of questionnaire completion, with a total of 75.9% of respondents belonging to this group. The data collection technique employed in this study utilizes a questionnaire method comprising multiple statement points. The measurement of the variables in the study is achieved through the implementation of a Likert scale. According to (Sugiyono, 2019), a research instrument is defined as a tool employed to measure observed natural and social phenomena. Two research instruments are employed: testing validity and reliability.

Results & Discussion

Respondent Description

Table 2
Object of Research

Variabel	Categories	Frequency	Percentage (%)	Total
Academic Year	2021	66	75,9%	87
	2022	6	6,9%	
	2023	15	17,2%	
Gender	Male	36	41,4%	87
	Female	51	58,6%	

Source: SPSS output, data processed by researchers (2025)

As indicated by the data presented in Table 2, the majority of the respondents were enrolled during the 2021 academic year, with 66 respondents (75.9%) falling into this category. This was followed by the 2023 academic year, which had 15 respondents (17.2%), and finally, the 2022 academic year, with 6 respondents (6.9%) falling into this category. This finding indicates that the majority of respondents are students who are at the final level of study. Consequently, their views are considered pertinent to the topic of entrepreneurial interest. With respect to gender, the respondents were predominantly female, with 51 individuals (58.6%) identifying as women, and 36 individuals (41.4%) identifying as men. This composition indicates that the participation rate of women in this study exceeds that of men.

Validity and Reability Test

Tabel 3
Validity and Reability Test Results

No. Item	Validity r count	Validity r table	Sig.	Reability Cronbach Alpha
1–8 (X1)	0.628	0.210	0.00	0.762
9–20 (X2)	0.704	0.210	0.00	0.907
21–32 (Y)	0.674	0.210	0.00	0.889

Source: SPSS output, data processed by researchers (2025)

The findings of the validity test, which was conducted on 87 samples with the provisions of degree of freedom (df) = $n - 2$, where n is the number of samples, yielded the following results. The df was determined to be 85, with a significance level of 5% (0.05). This resulted in a value for the r_{table} of 0.210. In this study, the value of the r_{count} of the entire statement on the variable entrepreneurship education and interest in entrepreneurship was greater than 0.210. The collective validity of the statement items in this study has been substantiated. The results of the reliability test in this study indicate that the Cronbach Alpha value of variable X1 is 0.762, X2 is 0.907, and the value of variable Y is 0.889. Pursuant to the examination of the Cronbach alpha values, it was ascertained that all values are greater than 0.60. Therefore, it can be concluded that the variables in question are reliable.

Classical Assumption Test

Table 4
Classical Assumption Test Results

		Unstandardized Residual
N		87
Normal Parameters		
	Mean	0,000000
	Std. Deviation	2,3749792
Most Extreme Differences		
	Absolute	0,093
	Positive	0,093
	Negative	-0,057
Test Statistic		0,093
Asymp. Sig. (2-tailed)		0,060

Source: SPSS output, data processed by researchers (2025)

The results of the normality test indicate that the Asymp.Sig value is 0.060, which is greater than the 0.05 threshold. Accordingly, as indicated by the fundamental principles for decision-making in the Kolmogorov-Smirnov test, it can be determined that the research data under consideration is normally distributed.

Multicollinearity Test

Table 5
Multicollinearity Test Results

Variabel Independen	Tolerance	VIF
Entrepreneurship Education	0,910	1,099
Family Environment	0,910	1,099

Source: SPSS output, data processed by researchers (2025)

As demonstrated in the preceding table, it is evident that the tolerance value of each independent variable is greater than 0.10. Specifically, the tolerance values for variables X1 and X2 are 0.910. Accordingly, the VIF value for each independent variable is less than 10, as indicated by the following numerical values: X1 1.099 and X2 1.099. Pursuant to the determination that the tolerance value is greater than 0.10 and the VIF is less than 10, it can be concluded that multicollinearity is not a factor in this regression model.

Heteroscedasticity Test

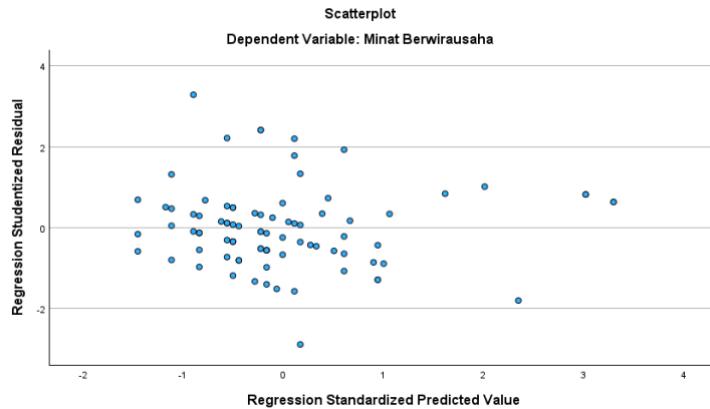


Figure 1. Heteroscedasticity Test Results

As illustrated in Figure 1, the data points are dispersed both above and below the number 0 point on the Y axis, and they do not exhibit a regular pattern. Therefore, it can be concluded that the data in this heteroscedasticity test demonstrates homoscedasticity, indicating that heteroscedasticity is not present.

Multiple Linear Regression Analysis

Table 6
T Test Results (partial)

Model	Unstandardized Coefficients			t _{hitung}	t _{table}	Sig.
	B	Std. Error	Beta			
1	Constant	11.086	7.370	1.504	1.989	0.136
	X1	0.421	0.166	.244	2.535	1.989
	X2	0.511	0.119	.412	4.279	1.989

Source: SPSS output, data processed by researchers (2025)

The results of multiple linear regression in this study are as follows:

$$Y = 11.086 + 0.421X_1 + 0.511X_2 + e$$

The linear regression equation can be interpreted as follows:

1. It has been established that the constant value (a) is 11.086. Therefore, if the variable entrepreneurship education and family environment is set to a value of 0, the value of interest in entrepreneurship is 11.086.
2. The coefficient value of the variable "Entrepreneurship Education" (X1) is positive. A value of 0.421 indicates that an increase of 1 in "Entrepreneurship Education" will result in an increase of 0.421 in interest in entrepreneurship.
3. The coefficient value of the family environment variable (X2) is positive. A value of 0.511 indicates that an increase of 1 in the family environment will result in an increase in interest in entrepreneurship by 0.511.

T Test (partial)

According to the results presented in Table 6, a statistically significant relationship was identified between entrepreneurship education (X1) and the outcome variable, with a T_{count} value of 2.535 and a t_{table} value of 1.989, as indicated by the t-distribution table. Therefore, it can be posited that the variable of entrepreneurship education exerts a partial significant effect on interest in entrepreneurship (Y), as evidenced by the statistical analysis yielding a p-value of 0.013, which is less than the 0.05 threshold for statistical significance. The estimated value of the family environment variable (X2) is 4.279, and the critical value of the t-distribution with 1 degree of freedom is 1.989. The hypothesis can be rejected at the 0.001 level of significance, given a critical value of 1.989 and a observed value of 4.279. Therefore, it can be posited that there is a substantial impact of the family environment on interest in entrepreneurship.

F Test (Simultaneous)

Table 7
F Test Results (Simultaneous)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	198,171	2	99,086	17,158	< 0,001
Residual	485,093	84	5,775		
Total	683,264	86			

Source: SPSS output, data processed by researchers (2025)

The result of the F_{count} analysis, as presented in table.7, yielded a value of 17.158. The calculation of $df1 = 2$, $df2 (87-2-1) = 84$, was performed. The F_{table} value, which is indicative of the magnitude of the effect, is 3.11. Therefore, it has been established that the F_{count} value is greater than the F_{table} value, specifically $17.158 > 3.11$. These results suggest that there is a significant simultaneous effect of the independent variable on the dependent variable.

Discussion

Hypothesis 1: entrepreneurship education partially affects student entrepreneurship interest

The hypothesis was tested to analyze the partial effect of entrepreneurship education on the entrepreneurial interest of students in the Economic Education study program at PGRI Argopuro University Jember. The results of the study indicate a positive and significant relationship, as evidenced by the value of $t_{count} > t_{table}$, namely 2.535 > 1.989. Consequently, the initial hypothesis (H_{a1}) is endorsed and the null hypothesis (H_0) is refuted.

The entrepreneurship education imparted to Economic Education students at PGRI Argopuro University Jember, through courses in entrepreneurship and entrepreneurial practice, can serve as a foundational element in the development of their entrepreneurial aptitude. A comprehensive understanding of the material taught and the practical application of the course's theoretical concepts will equip students with the necessary skills and confidence to embark on entrepreneurial endeavors. As asserted by (Oktarina et al., 2019), the pedagogy of entrepreneurship is predicated on the inculcation of entrepreneurial values, which, in turn, engender an entrepreneurial mindset and mental attitude, thereby fostering an inclination toward entrepreneurship. The onus falls upon academic institutions to impart entrepreneurial competencies to students, thereby cultivating an environment conducive to their future entrepreneurial pursuits.

The findings of the research endeavor are consistent with the conclusions of (Zimmerer et al., 2008). In his book, Zimmerer posits that the proliferation of entrepreneurship within a nation is contingent upon the role of universities in implementing entrepreneurship education programs. In the present study, the initial hypothesis (H_1) was examined, and the results of the processed data indicated a positive and significant effect of the Entrepreneurship Education variable (X_1) on the Entrepreneurial Interest of students enrolled in the Faculty of Economics at the State University of Padang in Entrepreneurship. This finding aligns with the research conducted by (Durin & Marwan, 2022).

Hypothesis 2: the family environment partially affects the entrepreneurial interest of students

The research that has been carried out supports the second hypothesis. It is based on an acquisition of a significance value of $0.001 < 0.05$, and it concludes that the Family Environment variable has a very significant effect on the Entrepreneurial Interest variable partially. Therefore, it can be concluded that the second hypothesis (H_{a2}) is accepted and H_0 is rejected. A nurturing family environment, characterized by both moral support and financial resources, has the capacity to influence an individual's entrepreneurial character from an early age. The social environment, particularly that of family, exerts a significant influence on the formation of individual values and attitudes, including those pertaining to independence and the propensity to take risks.

This finding aligns with the conclusions of a previous study (Nabila, 2023), which reported a positive and significant direct influence between the family environment and entrepreneurial interest. The mounting significance of the family environment is poised to exert a substantial influence on the burgeoning interest in student entrepreneurship. Conversely, a decrease in interest in student entrepreneurship is to be expected when the role of the family environment is minimal. The findings of this study are consistent with those of a previous study (Fadhila & Nasution, 2022). The Family Environment calculation yielded a probability value of 0.021, which is less than the alpha level of 0.05. Therefore, the hypothesis that the family environment exerts a significant influence on entrepreneurial interest is accepted.

Hypothesis 3: entrepreneurship education and family environment simultaneously affect student entrepreneurial interest

Research indicates that entrepreneurial interest may be influenced by factors such as education in entrepreneurship and the family environment. The findings of this study indicate a positive and significant influence of entrepreneurship education on entrepreneurial interest, as well as a concomitant influence of family environment. The coefficient value $\beta = 0.42$ indicates that a one-unit increase in the score of students' perceptions of the quality of materials, learning methods, teaching curriculum, and entrepreneurial practices is followed by an increase in entrepreneurial interest by 0.42 units. The findings of the study indicate that, based on the beta coefficient value, the family environment ($\beta = 0.412$) exerts a more significant influence on entrepreneurial interest than entrepreneurship education ($\beta = 0.244$).

This finding indicates that, while both variables exhibit significance, the impact of the family environment is nearly double that of the influence of entrepreneurship education. This finding is noteworthy because it suggests that social and cultural factors within the family environment exert a more significant influence on the development of entrepreneurial interest than formal educational interventions. The findings of this study demonstrate that entrepreneurship education and family environment exert a distinct impact on students' intention to establish a business enterprise. However, the results also indicate that these factors interact synergistically to influence this intention. Consequently, the enhancement of these two factors concurrently is expected to amplify the prospects of students attaining excellence in the domain of entrepreneurship.

In the aforementioned study (Zhao et al., 2005), Experiential Learning (Kolb, 1984) is discussed, and the study's most significant recommendation for entrepreneurship education is to incorporate a wide array of diverse learning experiences associated with the promotion of greater entrepreneurial self-efficacy. Such experiential learning, which may take the form of simulations, case studies, or internships, has been demonstrated to enhance entrepreneurial self-efficacy and cultivate favorable attitudes toward entrepreneurship. The substantial impact of the family environment on entrepreneurial interest underscores the pivotal role of parental support, encompassing emotional, instrumental, and socialization elements. These aspects, integral to the cultivation of value systems promoting hard work and creativity, have been demonstrated to positively influence students' inclination to pursue entrepreneurial endeavors. This finding aligns with Bandura's Social Cognitive Theory (1986), which posits that parental role models and direct experiences can augment children's self-efficacy in managing business risks.

This finding is consistent with previous research (Famila et al., 2021), which demonstrated that entrepreneurship education and family environment have a simultaneous and significant impact on entrepreneurial interest variables. The presence of entrepreneurship education and a familial environment that fosters mutual support has been identified as key factors in stimulating student interest in entrepreneurship. As demonstrated in extant research (Durin & Marwan, 2022), entrepreneurship education and the family environment have been shown to exert a simultaneous and significant influence on the propensity to pursue entrepreneurship. When these two factors align, there is a greater likelihood that students will develop the skills and confidence necessary to become successful entrepreneurs.

The positive correlation that occurs between entrepreneurship education and family environment on student entrepreneurial interest indicates that entrepreneurship education and family environment complement each other in influencing the formation of student interest in becoming an entrepreneur. The knowledge imparted by the institution of higher learning, in conjunction with the support derived from parental figures, has the potential to foster an increased interest in entrepreneurship among the student body. The findings of the regression model analysis demonstrate that entrepreneurship education and the family environment exert a considerable positive impact on the entrepreneurial interest of students pursuing a degree in Economic Education at PGRI Argopuro University in Jember.

Conclusion

A comprehensive analysis revealed that both entrepreneurship education and the family environment have a considerable impact on student entrepreneurial interest. This impact is observed to be both partial and simultaneous. The efficacy of entrepreneurship education in stimulating student interest in entrepreneurship is well-documented. Empirical evidence has demonstrated that a multifaceted educational approach, integrating curriculum, practical experience, and inspiring learning methods, is effective in fostering a positive interest in entrepreneurship. Concurrently, the family environment exerts a significant influence on the development of this interest, particularly through the role of parents as motivators or role models in the business realm. The integration of these two elements fosters a sense of unity, thereby encouraging students to be more prepared and motivated to become independent entrepreneurs.

It is recommended that subsequent researchers augment the present study by incorporating additional variables, such as personal motivation, social environment, or access to business capital. This approach will

facilitate the acquisition of a more comprehensive and nuanced understanding of the factors that influence student entrepreneurial interest

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