

Entrepreneurial Intention in Students of the Private Universities in Jakarta and Tangerang in the Era of Disruption

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ABSTRACT

Entrepreneurship is one aspect that influences the country's economic growth. Indonesia's entrepreneurship rate is still relatively low compared to other ASEAN countries, especially during the disruption period after the Covid 19 pandemic. The research aims to examine the influence of entrepreneurship education, family environment, and entrepreneurial motivation media on entrepreneurial intentions in students of the Faculty of Economics in Jakarta and Tangerang. This research method is quantitative, with a questionnaire to collect data from 160 students selected according to the criteria. The data was processed using the SEM Algorithm with the SmartPLS 4 application. The results showed that entrepreneurship education had a positive effect on entrepreneurial interest and motivation for entrepreneurship. Entrepreneurial motivation is able to mediate the positive influence of the family environment and entrepreneurship education on interest in entrepreneurship. The family environment has a positive influence on entrepreneurial motivation, while a negative influence on entrepreneurial interest. This research has important implications for educational institutions and the government to improve entrepreneurship education and a supportive environment for students who are interested in entrepreneurship in the era of disruption.

Keywords: Family Environment; Entrepreneurship Education; Entrepreneurial Motivation; Interest in Entrepreneurship

BACKGROUND

The Indonesian government seeks to increase entrepreneurship. The reason because Indonesia's current entrepreneurial ratio is still considered very small when compared to other countries in the world, which is 3.47 percent. Therefore, until 2024, the Ministry of Cooperatives and SMEs targets Indonesia's entrepreneurship ratio to rise to 3.94 percent. One of the important determinants of entrepreneurship is the family environment, which influences the development of entrepreneurial skills and behavior. The family environment provides a significant foundation for entrepreneurial skills, such as independence, self-efficacy, and creativity. Studies have shown that family environment plays a large role in determining individual entrepreneurial intentions (Wang et al., 2019).

Another factor that influences entrepreneurship is education. Education has a significant role in shaping individual attitudes, knowledge and skills towards entrepreneurship. Individuals with a higher level of education are more likely to pursue entrepreneurship compared to those with a lower level of education. Education provides entrepreneurial knowledge and skills to individuals, and increases the probability of success in entrepreneurship (Hatak et al., 2020).

Educational institutions have an important role to play in shaping individual entrepreneurial intentions and promoting entrepreneurship as a career choice.

Motivation is another important component of entrepreneurship. Strong motivation is needed to start and develop a business. Entrepreneurial motivation includes the desire to achieve financial freedom, recognition, and achieving personal goals. Motivation can also be increased through entrepreneurship training and social support (Wang et al., 2019). In this case, entrepreneurship education can help increase individual entrepreneurial motivation, which in turn increases entrepreneurial interest.

From exploratory study of 30 Entrepreneur students in Jakarta and Tangerang, only 10 people or 33.3% had the intention to become entrepreneurs after graduating from college. About 14 people or 46.7% have the intention to become private/public employees after graduating from university, another 4 people or 13.3% intend to become an entertainer after graduating from college, to become a doctor there are 2 people or 6.7%. From the results obtained above, this supports the statement of Kurniawan, Pribadi and Basuki (2019) that low entrepreneurial intentions in Indonesia. Even though the numbers obtained are not small, these numbers can still be considered low because this research was conducted on entrepreneurship students, all students should have the desire to do entrepreneurship. Then, every business, of course, has disruptions and one of them is digital change because digital change is a must to maintain business in continuous innovation, one of which is in this fast era of globalization. So individual also students needs to be a change agent. According to Daryanto and Rusdiyanto (2019) change agents are change drivers who bring all the possible benefits of the new technology to be used and its utilization. Meaning students as the agents of change is the next generation of business leaders or successors, because the next generation can show ambition, commitment, and ideas to innovate that will bring about change. In digital change, the next generation or successors need the trust and help of today's leaders because of the experience they have.

Thus the research question that can formulate are:

1. Does the Family Environment have an influence on Entrepreneurial Motivation in Entrepreneurship students in Jakarta and Tangerang?
2. Does the Family Environment have an influence on Entrepreneurial Intentions for Entrepreneurship students in Jakarta and Tangerang?
3. Does Entrepreneurship Education have an influence on Entrepreneurial Motivation in Entrepreneurship students in Jakarta and Tangerang?
4. Does Entrepreneurship Education have an influence on Entrepreneurial Intentions for Entrepreneurship students in Jakarta and Tangerang?
5. Does Entrepreneurial Motivation have an influence on Entrepreneurial Intentions for Entrepreneurship students in Jakarta and Tangerang?
6. Does Entrepreneurial Motivation mediate the effect of Family Environment on Entrepreneurial Intentions in Entrepreneurship students in Jakarta and Tangerang?
7. Does Entrepreneurial Motivation mediate the effect of Entrepreneurship Education on Entrepreneurial Intentions for Entrepreneurship students in Jakarta and Tangerang?

Contribution of this research is to give insight for educational institutions and the government to improve entrepreneurship education and a supportive environment for students who are interested in entrepreneurship in the era of disruption

LITERATURE REVIEW

Entrepreneurship is related to the search for business opportunities which, when exploited effectively through competitive advantage, have value plus and wealth. Opportunities to produce innovative goods and services create value for customers and generate good business opportunities. By generating new business opportunities, the creation of new products that do not yet exist and will be interesting new customers with the uniqueness of the products we have created. Entrepreneurship provides a value or process in starting a business (startup), providing creativity (creative), and innovations (innovative) in running a business. People who are creative and innovative will push the company to be the best (Bailey, Bergman and Daspit, 2019).

Relationship between Family Environment and Entrepreneurial Motivation

Study conducted by Hilmiana et al. (2015), Togobo and Seneadza (2018) that family environment influences one's entrepreneurial motivation. The results show that parental involvement in supporting their children's entrepreneurial interests has a positive impact on their entrepreneurial motivation. In addition, the existence of open communication between family members also contributes to increasing entrepreneurial motivation. Alam et al. (2018) also emphasized that the family environment is the first and main medium that influences behavior in child development, including entrepreneurial behavior. The results of this study are supported by previous research by Hatak et al. (2020) and Sarasvathy (2019). The results of this study indicate that there is a positive influence between the Family Environment on Entrepreneurial Motivation.

H 1 : Family Environment has a positive influence on Entrepreneurial Motivation

Relationship between Successor Willingness and Sustainable Innovation

Relationship between Family Environment and Entrepreneurial Intentions a study conducted by Fatoki and Chindoga (2014) states that the family environment influences a person's entrepreneurial intentions. The study shows that family support and the values taught by the family can affect one's entrepreneurial intentions. In addition, values taught by the family such as courage and innovation also have a positive influence on one's entrepreneurial intentions. Supported by a study by Mustafa et al. (2017) the family environment also influences a person's entrepreneurial intentions through two factors, namely "family support" and "family pressure". The "family support" factor refers to the positive support provided by the family towards one's entrepreneurial intentions, while the "family pressure" factor refers to the pressure exerted by the family to engage in entrepreneurship. In addition, according to a study conducted by Zhou, Li and Wang (2018) family environment has a positive influence on entrepreneurial intentions.

H 2: Family Environment has a positive influence on Entrepreneurial Intention

Relationship Entrepreneurship Education with Entrepreneurial

Motivation According to Fitriani et al. (2019) entrepreneurship education has a positive influence on one's entrepreneurial motivation. The study shows that entrepreneurship education can help increase one's entrepreneurial knowledge and skills, as well as provide inspiration and motivation to engage in entrepreneurship. The results of the study show that entrepreneurship education has a positive and significant influence on a person's entrepreneurial motivation, especially on aspects such as self-confidence, entrepreneurial intention, and innovation ability.

In line with Wiani et al. (2018), entrepreneurship education also has a positive influence on one's entrepreneurial motivation through increasing entrepreneurial knowledge, skills, and attitudes. The results of the study show that entrepreneurship education has a positive effect on one's entrepreneurial motivation, especially on aspects such as entrepreneurial intention, self-confidence, and innovation ability. Successful entrepreneurs generally have competence, namely a combination of knowledge, skills, and individual qualities, such as attitudes, motivation, personal values, and behavior (Sarasvathy, 2019). An entrepreneur will not be successful without having the knowledge, ability, and desire. Apart from formal education, there are many other factors outside of education that can increase entrepreneurial knowledge. The results of the study show that there is a positive influence between entrepreneurship education and entrepreneurial motivation.

H 3: Entrepreneurship education has a positive effect on Entrepreneurial Motivation

Relationship Entrepreneurship education relationship with Entrepreneurial Intentions

The study of Sulistyorini and Suharyono (2018) entrepreneurship education has a positive influence on one's entrepreneurial intentions. The results of the study show that entrepreneurship education has a positive influence on a person's entrepreneurial intentions, especially on aspects such as self-confidence, intention to start a business, and ability to innovate. In addition, according to the study by Wang et al. (2018) stated entrepreneurship education also has a positive influence on one's entrepreneurial intentions through increasing entrepreneurial knowledge, skills, and attitudes. The results of the study show that entrepreneurship education has a positive influence on a person's entrepreneurial intentions, especially on aspects such as self-confidence, motivation, and ability to innovate. Several empirical studies show that education in general and entrepreneurship programs have a positive impact on students' entrepreneurial intentions such as Kurniawan et al. (2019) also show that entrepreneurship education has a positive impact on willingness students for entrepreneurship. The results of this study indicate that entrepreneurship education has a significant effect on the intention to become an entrepreneur.

H 4: Entrepreneurship education has a positive influence on Entrepreneurial Intention

Relationship between Entrepreneurial Motivation and Entrepreneurial Intentions

According to Daryanto and Rusdiyanto (2019) entrepreneurial motivation has a positive influence on one's entrepreneurial intentions. The study shows that entrepreneurial motivation can help a person acquire entrepreneurial knowledge and skills, as well as build a positive attitude towards entrepreneurship. Selaras Chen et al. (2014) entrepreneurial motivation also has a positive influence on one's entrepreneurial intentions through its influence on perceived opportunity and perceived self-control. Also supported by a study by Obschonka et al. (2017), saying that the higher the entrepreneurial motivation, the higher the intention of students. The results of this study state that entrepreneurial motivation has a positive influence on entrepreneurial intention.

H 5: Entrepreneurial Motivation has a positive influence on Entrepreneurial Intention

Relationship between Family Environment and Entrepreneurial Intentions through Entrepreneurial Motivation

According to a study conducted by Kurniawan et al. (2019) family environment has a positive influence on a person's entrepreneurial intentions through its influence on entrepreneurial motivation. The study shows that a positive and supportive family environment

can help increase one's entrepreneurial motivation, which in turn can help increase the intention to become an entrepreneur. The results of the study show that the family environment has a positive influence on one's entrepreneurial motivation, which in turn has a positive and significant influence on entrepreneurial intentions. In addition, according to a study conducted by Alam et al. (2018) family environment also has a positive influence on a person's entrepreneurial intentions through its influence on entrepreneurial motivation. The study shows that support and positive influence from family can help increase one's entrepreneurial motivation, which in turn can help increase intentions to become entrepreneurs. The results showed that the family environment has a positive influence on one's entrepreneurial motivation, which in turn has a positive influence on entrepreneurial intentions. But in a study conducted by Mustafa et al. (2017) states that entrepreneurial motivation is not able to mediate the positive influence of the family environment on entrepreneurial intention.

H6: Family Environment has a positive influence on Entrepreneurial Intention through Entrepreneurial Motivation

Relationship Entrepreneurship education relationship with Entrepreneurial Intentions through Entrepreneurial Motivation

According to Kautonen et al. (2015) entrepreneurship education has a positive influence on one's entrepreneurial motivation, which in turn can help increase entrepreneurial intentions. The study shows that entrepreneurship education can help increase the knowledge, skills and attitudes needed to become an entrepreneur, which can help increase motivation and intention to become an entrepreneur. The results showed that entrepreneurship education has a positive effect on one's entrepreneurial motivation, which in turn has a positive influence on entrepreneurial intentions. Supported by Wang et al. (2018) entrepreneurship education also has a positive influence on one's entrepreneurial motivation, which in turn can help increase entrepreneurial intentions. The study shows that entrepreneurship education can help increase the knowledge, skills and attitudes needed to become an entrepreneur, which can help increase motivation and intention to become an entrepreneur. Kurniawan et al. (2019) revealed that an individual who participates in company programs tends to have high entrepreneurial motivation and has more intentions to become an entrepreneur. Empirical evidence suggests that attitude mediates the relationship between entrepreneurial motivation and entrepreneurial intention.

H7: Entrepreneurship education has a positive influence on Entrepreneurial Intention through Entrepreneurial Motivation

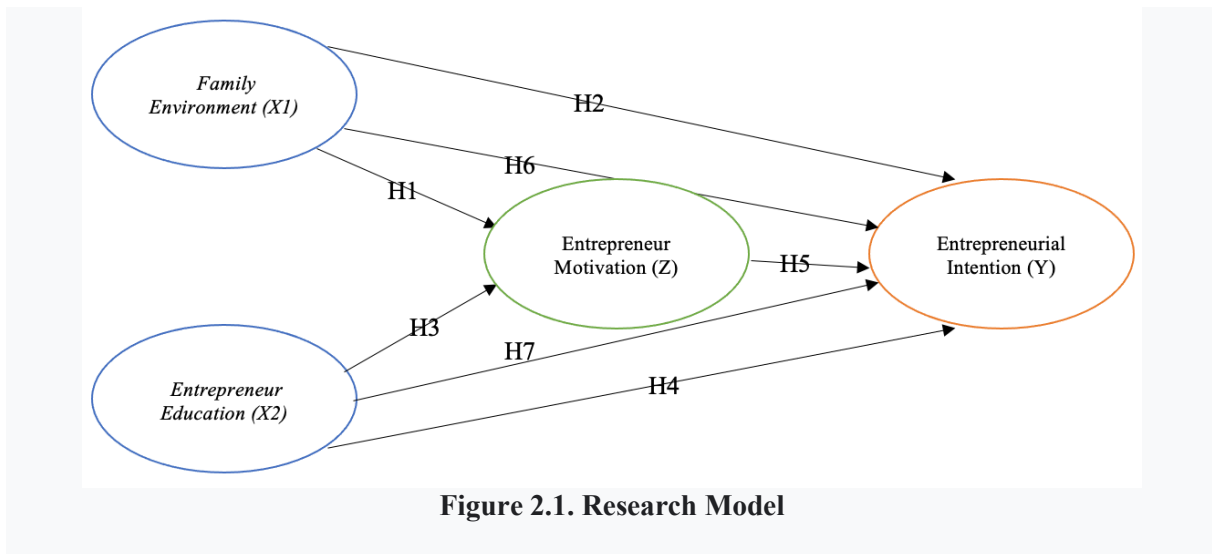


Figure 2.1. Research Model

METHODOLOGY

This study uses theory, hypothesis testing, and models. Sekaran & Bougie (2017) said that quantitative research has more ability to explain a special problem. In quantitative research, positivism is understood, namely research based on actual facts. So that everything that happens is certain have a cause-and-effect relationship. The object method in this study is Entrepreneur Intention. Then Family Environment and Entrepreneur Education as independent variables with Entrepreneur Motivation as mediating variable. This study uses a non-probability sampling method used convenience sampling. The sample in this study used 160 respondents with categories active students of faculty economy (entrepreneurship concentration) of private universities in Jakarta and Tangerang. Analysis data used Partial Least Square used Software SmartPLS 3.2.4. Questionnaire has 5-scale Likert scale with consideration easier for respondents who cannot answer and have ethics or who stated that filling out the questionnaire did not force respondents to answer agree or not.

FINDING AND DISCUSSION

Profile of respondents

There are 160 respondents whose data is taken directly. As much 89 respondents were male and 71 female respondents. Related with the results of the Global Entrepreneurship Monitor research (2016), women entrepreneurs account for 14 percent of the total population. With a value of 14 percent, there are 14 out of 100 people who open new entrepreneurs. Respondent's age at this study 74 respondents 18-19 years. 49 respondents aged 20 – 21 years, 37 respondents aged > 21 years. It can be explain as supported of implementation efforts “Merdeka Belajar Kampus Merdeka” that encourages independent Campus in student entrepreneurship, Directorate General Higher Education implements the Program Merdeka Campus Entrepreneurship since 2020 which is part of the program strengthen the economy national and support acceleration digital economy towards the industrial revolution 4.0 71 respondents from private universities in Tangerang and 89 from private universities in Jakarta.

Outer Loading

Measurement model, validity testing in this study was measured using value of loading factor, convergent validity, and discriminant validity. The loading factor value must be greater than 0.6 and if the loading factor value is below 0.4 then the indicator it can be deleted. To measure the value of convergent validity, it can be measured through Average Variance Extracted (AVE) value, which must be greater than 0.7 and the value of loading factor above 0.6. the value of loading factors in this study has a value above 0.6. Testing the reliability of the data in this study using Cronbach's alpha and composite reliability to be able to test reliability. A data can be declared reliable if it has a composite reliability (CR) value greater than or equal to 0.7. The pilot test uses 30 samples and invalid and unreliable values are not used in the actual test. Next, a table of validity and reliability results is shown for the actual sample of 160 students as shown in table 4.1.

Table 4.1. Validity and Reliability Result

Constructs	Outer Loading
Entrepreneur Education : AVE : 0.585, CR : 0.840	
EE1	0.854
EE2	0.870
EE3	0.804
EE4	0.768
EE5	0.796
EE6	0.789
EE7	0.764
EE11	0.803
EE12	0.789
EE13	0.765
EE14	0.737
EE15	0.704
EE16	0.849
EE17	0.701
EE18	0.718
Entrepreneur Intention: AVE : 0.533, CR: 0.856	
EI12	0.814
EI13	0.833
EI14	0.803
EI15	0.763
EI16	0.838
EI17	0.854
EI18	0.756
Entrepreneurial Motivation: AVE: 0.519, CR: 0.876	
EM 1	0.788
EM 2	0.801
EM 3	0.851
EM 4	0.792
EM 5	0.834
EM 6	0.778
EM 7	0.805

Family Environment: AVE: 0.580, CR: 0.869	
FE2	0.858
FE3	0.801
FE4	0.731

All variables can be said to be valid because the HTMT values obtained are all below 0.9 (Hair et al., 2019 and Ghozali, 2015). as seen on table 4.2.

Table 4.2. Fornell-Larcker Criterion

	Entrepreneurial Intention	Entrepreneurial Motivation	Entrepreneurship Education	Family Environment
Entrepreneurial Intention	0.802			
Entrepreneurial Motivation	0.069	0.732		
Entrepreneurship Education	0.720	0.745	0.789	
Family Environment	0.608	0.633	0.676	0.853

Variance Inflation Factor Test

Sekaran and Bougie (2017) said multicollinearity is a condition where there is a correlation between dependent variables, to see multicollinearity it can be seen from the Variance Inflation Factor (VIF) whose value is more than 5 and will be more serious when it is more than 10.

Table 4.3. VIF Test

	VIF
Entrepreneurial Intention	1.86
Entrepreneurial Motivation	2.37
Entrepreneurship Education	2.49
Family Environment	3.87

The coefficient of determination

Test in assessing the structural model can be evaluated with the SmartPLS program by looking at the value for each endogenous latent variable as the predictive power of the structural model (Ghozali & Latan, 2015). The results represent the number of variants of the construct described by the model as seen on table 4.4.

Table 4.4. R-Square

	<i>R-square</i>
Entrepreneurial Intention	0.728
Entrepreneurial Motivation	0.546

Hypothesis Testing

Ghozali & Latan (2015) stated that an indication of whether a hypothesis is supported or

not can be seen from the t-statistics. T-statistics were tested by one tailed test or one-way test with a significance level of 5%. The hypothesis is declared significant if the t-statistic must be more than 1.67 and use the t-value as a significant reference with a value that must be less than 0.05 as seen on table 4.3. Result shown all hypothesis are accepted.

Table 4.3. Hypothesis Testing

Hypothesis	<i>Path Coefficient</i>	<i>T-Statistic</i>	<i>p-value</i>	Result
H1: Family Environment has a positive influence on Entrepreneurial Motivation	0.552	8.402	0.000	Supported
H2: Family Environment has a positive influence on Entrepreneurial Intention	-0.192	2.886	0.004	Not Supported
H 3: Entrepreneurship education has a positive effect on Entrepreneurial Motivation	0.188	2.672	0.008	Supported
H 4: Entrepreneurship education has a positive effect on Entrepreneurial Intention	0.185	3.038	0.002	Supported
H 5: Entrepreneurial Motivation has a positive influence on Entrepreneurial Intention	0.852	13.104	0.000	Supported
H6: Family Environment has a positive influence on Entrepreneurial Intention through Entrepreneurial Motivation	0.470	2.706	0.007	Supported
H7: Entrepreneurship education has a positive influence on Entrepreneurial Intention through Entrepreneurial Motivation	0.160	7.448	0.000	Supported

DISCUSSION

Based on the results of testing the 1st hypothesis above, it can be concluded that the Family Environment has a positive influence on the Entrepreneurial Motivation variable. This is in accordance with the hypothesis that was previously compiled, namely that the Family Environment has a positive effect on Entrepreneurial Motivation. This indicates that the better the family environment (Family Environment) which is the background of student life, the higher the entrepreneurial motivation of students. Meanwhile, the Family Environment variable has a mean value above 4, which means that the majority of respondents agree with the indicators in the family environment variable. As seen in table 4.12, the value obtained from the results of hypothesis testing 1, namely the effect of the family environment on entrepreneurial motivation, is a positive number, so this means that there is a positive influence of the family environment on entrepreneurial motivation. This is in line with the hypothesis

that has been compiled before, according to Hilmiana et. al. (2015) family environment influences a person's entrepreneurial motivation. The results of this study support the results of research conducted by Hilmiana et. al. (2015) that parental involvement in supporting their children's entrepreneurial interest has a positive impact on their children's entrepreneurial motivation. In addition, it is said that the existence of open communication between family members also contributes to increasing one's entrepreneurial motivation. This is in line with the FE3 indicator which says that the family has a function in understanding entrepreneurship. In addition, the results of this study are also in line with a study conducted by Togobo and Seneadza (2018) that the family environment also influences entrepreneurial motivation through two factors, namely "modeling" and "socialization". The "modeling" factor refers to the influence exerted by family members who are already involved in entrepreneurship, this is supported by the FE4 variable indicator which says that parents set an example to behave as entrepreneurs. While the "socialization" factor refers to the values taught by the family related to entrepreneurship, this is supported by a high level of agreement on the FE2 variable indicator which reads "I received entrepreneurial guidance from the family business". This research is in line with previous research by Togobo and Seneadza (2018) that there is a positive influence of the family environment on entrepreneurial motivation. Lastly, this research is also in line with the hypothesis previously proposed that according to Mustafa et al. (2017) family environment has a positive influence on one's interest in entrepreneurship.

Based on the results of testing the 2nd hypothesis above, it can be concluded that the Family Environment has a negative influence on the Entrepreneurial Intention variable. This is not in accordance with most of the hypotheses that have previously been prepared, namely saying that the Family Environment has a positive effect on Entrepreneurial Intention. This indicates that the better the family environment (Family Environment) which is the background of student life, the lower the student's interest in entrepreneurship (Entrepreneurial Motivation). According to a study by Mustafa et. al. (2017) family environment can have positive and negative effects on one's interest in entrepreneurship, this can happen because the family environment can act as two parts, namely family support and family pressure. Family support will have a positive effect on the interest in entrepreneurship, while family pressure will, on the contrary, have a negative effect on the interest in entrepreneurship. In this study, the family environment has a negative influence on the interest in entrepreneurship. This is in line with research by Mustafa et. al. (2017) on the part of family pressure. According to a study conducted by Fatoki and Chindoga in 2014, the family environment influences one's entrepreneurial intentions. The study shows that family support and the values taught by the family can affect one's entrepreneurial intentions. The results of this study do not support the statement of Fatoki and Chindoga (2014) that there is a positive influence of the family environment on one's interest in entrepreneurship. This research is also not in line with a study conducted by Sarasvathy (2020) who said that the family environment has a positive influence on interest in entrepreneurship

Based on the results of testing the 3rd hypothesis above, it can be concluded that Entrepreneurship Education has a positive influence on the Entrepreneurial Motivation variable. This is in accordance with the hypothesis that was previously compiled, namely that Entrepreneurship Education has a positive effect on Entrepreneurial Motivation. This indicates that the better Entrepreneurial Education students get, the higher Entrepreneurial Motivation students have. This research is in line with a study conducted by Fitriani et al. in 2019, entrepreneurship education has a positive influence on one's entrepreneurial motivation. The study shows that entrepreneurship education can help increase one's entrepreneurial knowledge

and skills, as well as provide inspiration and motivation to engage in entrepreneurship. This is supported by the indicator variables EE3, EE4, EE6. EE3 reads Entrepreneurship education can add insight into entrepreneurship. EE4 reads entrepreneurship education can add knowledge in entrepreneurship. And EE6 reads Entrepreneurship education fosters a desire for entrepreneurship. The results of the study show that entrepreneurship education has a positive and significant influence on a person's entrepreneurial motivation, especially on aspects such as self-confidence, entrepreneurial intention, and innovation ability. In addition, this research is also in line with a study conducted by Li et al. in 2015 which said that entrepreneurship education also has a positive influence on one's entrepreneurial motivation through increasing entrepreneurial knowledge, skills, and attitudes. The EE3 variable indicator is also supported by the results of research by Li et. Al. (2015) who said that entrepreneurship education can help increase one's knowledge and understanding regarding entrepreneurship, improve skills in developing a business, and build a positive attitude towards entrepreneurship. The research results are in line with research by Li et. Al. (2015) which shows that entrepreneurship education has a positive influence on a person's entrepreneurial motivation, especially on aspects such as entrepreneurial intentions, self-confidence, and innovation abilities. This research is also in line with and supported by research conducted by Kristanto (2009) which says that entrepreneurship education has a positive influence on entrepreneurial motivation.

Based on the results of testing the 4th hypothesis above, it can be concluded that Entrepreneurship Education has a positive influence on the Entrepreneurial Intention variable. This is in accordance with the hypothesis that was previously compiled, namely that Entrepreneurship Education has a positive effect on Entrepreneurial Intention. This indicates that the better the Entrepreneurship Education that students get, the higher the interest in entrepreneurship (Entrepreneurial Intention) that students have. In the variable indicators EE2, EE3, EE4, which says that entrepreneurship education is very important to become a provision in the future in entrepreneurship, can add insight in entrepreneurship, can add knowledge in entrepreneurship in line with research conducted previously by Sulistyorini and Suharyono (2018). The research says that entrepreneurship education can help increase one's entrepreneurial knowledge and skills, as well as provide the necessary experience and support to engage in entrepreneurship. This research is in line with research by Kurniawan et al. (2019) that entrepreneurship education has a positive influence on one's entrepreneurial intentions. In addition, this study also supports the statement from research by Wang et. Al. (2018) which says that entrepreneurship education has a positive influence on one's entrepreneurial intentions. Just like the previous explanation of the research by Wang et. Al (2018) is also supported by the respondents' agreement with the variable indicators EE2, EE3, EE4. The research says that entrepreneurship education also has a positive influence on one's entrepreneurial intentions through increasing entrepreneurial knowledge, skills, and attitudes. This research is in line with the research of Wang et. Al. (2018). This research is in line with the hypothesis above that according to Hatak (2020) which shows that entrepreneurship education has a positive effect on one's intention to become an entrepreneur.

Based on the results of testing the 5th hypothesis above, it can be concluded that Entrepreneurial Motivation has a positive influence on the Entrepreneurial Intention variable. This is in accordance with the hypothesis that was previously compiled, namely saying that Entrepreneurial Motivation has a positive effect on Entrepreneurial Intention. This indicates that the better the entrepreneurial motivation obtained by students, the higher the interest in entrepreneurship (Entrepreneurial Intention) possessed by students. This research supports the results of previous research by Daryanto and Rusdiyanto (2019) which said that entrepreneurial

motivation has a positive influence on entrepreneurial interest. The study shows that entrepreneurial motivation can help a person acquire entrepreneurial knowledge and skills, as well as build a positive attitude towards entrepreneurship. The results of the study show that entrepreneurial motivation has a positive influence on one's entrepreneurial intentions, especially on aspects such as self-confidence, motivation, and ability to innovate. This study supports the findings of a previous study by Chen et al. (2014) which states that entrepreneurial motivation has a positive influence on entrepreneurial intentions. In this study, it was found that entrepreneurial motivation can assist individuals in seeing existing entrepreneurial opportunities and building confidence in their ability to take action in pursuing these opportunities. The results show that entrepreneurial motivation has a significant effect on a person's entrepreneurial intentions, mainly through its influence on an individual's perception of opportunity and self-control. Thus, this study shows that the importance of entrepreneurial motivation as a major factor in influencing one's entrepreneurial intentions. This research is also in line with previous research by Obschonka et al. (2017), that the higher one's entrepreneurial motivation, the higher one's interest in entrepreneurship. Entrepreneurial Motivation has a positive influence on Entrepreneurial Intention.

For 6th hypothesis, it can be seen that the family environment has a positive influence on the interest in entrepreneurship. This can happen because there are other factors that influence the relationship between family environment, entrepreneurial motivation, and entrepreneurial interest which are not discussed or controlled in this study such as work experience, entrepreneurial opportunities, etc. In this study, it can be concluded that entrepreneurial motivation can be a mediating variable that explains how the family environment actually has a negative influence on entrepreneurial intentions, but can positively influence entrepreneurial intentions through high entrepreneurial motivation. So, family environment variables may provide encouragement or inspiration to start entrepreneurship, although they do not directly contribute to increased interest in entrepreneurship. In the sixth hypothesis, entrepreneurial motivation is able to mediate the positive influence of the family environment on the interest in entrepreneurship is supported. This research is in line with previous research by Kurniawan et al. (2019). The research says that a positive and supportive family environment can help increase one's entrepreneurial motivation, which in turn can help increase the intention to become an entrepreneur. This is proven through the results of hypothesis testing in this study. In addition, this research is also in line with and supports the results of previous research conducted by Alam et.al (2018) that the family environment has a positive influence on interest in entrepreneurship through its influence on entrepreneurial motivation. This study says that this indirect effect can occur because a positive family environment can trigger one's entrepreneurship motivation which will ultimately help increase one's entrepreneurial intentions.

Entrepreneurial motivation can mediate a positive relationship between entrepreneurship education and entrepreneurial interest. For 7th hypothesis supported. This happens because education has a positive influence on entrepreneurial motivation and a positive influence on entrepreneurial interest. This research is in line with previous research conducted by Kautonen et. Al. (2015) who said that entrepreneurship education has a positive influence on interest in entrepreneurship through the mediation of entrepreneurial motivation. The research says that entrepreneurship education has a positive influence on entrepreneurial motivation which in turn helps increase one's entrepreneurial intentions. In accordance with the indicators used in this study, Entrepreneurship Education helps increase the knowledge, skills and attitudes needed to become an entrepreneur which can help increase motivation and intention to become an

entrepreneur. This is in accordance with the variable indicators EE2, EE3, EE4, EE6, which read: EE2, Entrepreneurship education is very important to become a provision for the future in entrepreneurship; EE3, Entrepreneurship education can add insight into entrepreneurship; EE4, Entrepreneurship education can increase knowledge in entrepreneurship; and EE6, Entrepreneurial Education fosters a desire for entrepreneurship. In addition, this study is also in line with and supports previous research by Wang et. Al. (2018) who said that entrepreneurship education has a positive influence on entrepreneurial interest through mediating entrepreneurial motivation. The study says that entrepreneurship education has a positive influence on entrepreneurial motivation which in turn helps increase one's intention to become an entrepreneur. In accordance with the indicators used in this study, Entrepreneurship Education helps increase the knowledge, skills and attitudes needed to become an entrepreneur which can help increase motivation and intention to become an entrepreneur. This is in accordance with the variable indicators EE2, EE3, EE4, EE6, which read: EE2, Entrepreneurship education is very important to become a provision for the future in entrepreneurship; EE3, Entrepreneurship education can add insight into entrepreneurship; EE4, Entrepreneurship education can increase knowledge in entrepreneurship; and EE6, Entrepreneurial Education fosters a desire for entrepreneurship. This research is also in line with previous research by Kurniawan et al. (2019) which said that an individual who participates in company programs tends to have high entrepreneurial motivation and has more intentions to become an entrepreneur.

CONCLUSION

This research was conducted on students of faculty economic (entrepreneurship concentration) in private universities Jakarta and Tangerang. Then data processing is carried out through the SmartPLS 4 software program the result shown entrepreneurship education had a positive effect on entrepreneurial interest and motivation for entrepreneurship. Entrepreneurial motivation is able to mediate the positive influence of the family environment and entrepreneurship education on interest in entrepreneurship. The family environment has a positive influence on entrepreneurial motivation, while a negative influence on entrepreneurial interest.

Managerial Implication

From the results of hypothesis testing, the following are the managerial implications that can be conveyed:

- 1) The family environment has a positive effect on entrepreneurial motivation, so the family environment plays an important role in developing one's entrepreneurial motivation. Therefore, what researchers hope is that parents as the biggest part in the family environment are able to support and introduce children to the world of entrepreneurship so that children can understand and gain broad insights about entrepreneurship.
- 2) The family environment has a negative effect on the interest in entrepreneurship, as discussed above this can occur because the family environment can influence both positively and negatively. The negative influence comes from family pressure. So it is hoped that parents as the biggest aspect in the family environment will not put pressure on children so that they can think clearly about their intention to do business.
- 3) Entrepreneurship education has a positive effect on entrepreneurial motivation.

Therefore, it is hoped that educational institutions in Indonesia will be able to develop techniques and patterns of entrepreneurship education so that students in Indonesia can develop optimally and motivation for entrepreneurship among students will be higher.

- 4) Entrepreneurship education has a positive effect on the interest in entrepreneurship. Therefore, it is hoped that educational institutions in Indonesia will be able to develop techniques and patterns of entrepreneurship education so that students in Indonesia can develop optimally and interest in entrepreneurship among students will increase so that more new entrepreneurs will be created in Indonesia to help health and economic development in Indonesia.
- 5) Entrepreneurial motivation has a very high effect because the path coefficient value obtained is the largest number in this study compared to the path coefficient number of other hypotheses. Thus, it is hoped that the factors that influence student entrepreneurship motivation will be increased, as for example in this study Entrepreneurship education and a supportive family environment. Thus one's entrepreneurial motivation will increase and it is very likely that the interest in entrepreneurship will also increase significantly.
- 6) Entrepreneurial motivation can mediate the positive influence of the family environment on one's interest in entrepreneurship. Even though in this study the family environment has a negative effect on the interest in entrepreneurship, entrepreneurial motivation is able to mediate the positive relationship between the two variables. Therefore, it is hoped that entrepreneurial motivation can help the relationship between the family environment and interest in entrepreneurship become a positive influence.
- 7) Entrepreneurial motivation is able to mediate a positive relationship between Entrepreneurship Education and interest in entrepreneurship. Therefore, it is hoped that educational institutions will be able to develop patterns and quality of entrepreneurship education so that student entrepreneurship motivation increases and ultimately interest in entrepreneurship is also expected to increase significantly.

Research Limitation and Recommendation

There are limitations in this study, where the limitations are based on the sample technique, variables, number of samples and time, and sample characteristics. In this study, only the variables in the research model were used. Meanwhile, there are other variables that can affect Entrepreneur Intention. Other variables such as self-support, relationship support, and other independent variables that can affect Entrepreneur Intention. This study is a cross-sectional study. Where, changes in sustainable innovation within a certain period of time cannot be further identified. This research uses the SmartPLS software with the PLS method. It is hoped that further research can use the SEM method to measure the structural model based on a strong theoretical study to be able to test the causal relationship between variables and to measure the feasibility of the model with empirical data.

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