
THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION, FAMILY ENVIRONMENT, AND SELF EFFICACY ON ENTREPRENEURIAL INTEREST OF CLASS XI STUDENTS OF SMA NEGERI 3 SEMARANG

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Abstract

The purpose of this study is to examine how entrepreneurship education, the home environment, and self-efficacy affect grade XI students at SMA Negeri 3 Semarang's interest in entrepreneurship. The research is motivated by the high unemployment rate at productive age and secondary education graduates in Indonesia, so strategic efforts are needed through strengthening entrepreneurship from the secondary education level. The research uses a quantitative approach with an explanatory research design. The research population is 412 students in grade XI of SMA Negeri 3 Semarang for the 2025/2026 Academic Year who have taken the subject of Crafts and Entrepreneurship (PKWU), with a sample of 203 students determined using the proportional random sampling technique. Data collection was carried out through questionnaires and observations, while data analysis used the Partial Least Square (PLS) method. The study's findings demonstrated that every variable satisfied the requirements for validity and reliability. The R-Square value of 0.705 shows that entrepreneurship education, family environment, and self efficacy can explain entrepreneurial interest by 70.5%. The hypothesis test showed that entrepreneurship education had a positive and effect on entrepreneurial interest ($\beta = 3,995$; $p = 0.000$), the family environment has a positive effect on entrepreneurial interest ($\beta = 3,017$; $p = 0.003$), and self efficacy had a positive and effect on entrepreneurial interest ($\beta = 5.742$; $p = 0.000$). The findings of this study show that factors of education, family support, and individual belief in self-ability have an important role in increasing students' entrepreneurial interest.

Keywords: Entrepreneurship Education, Family Environment, Self Efficacy, Entrepreneurial Interest

INTRODUCTION

The growth of the population that keep growing from year to year has a direct impact on the structure and dynamics of the labor market. The expansion of the productive age population demands the availability of proportionate employment to prevent structural pressures in the form of unemployment. Essential strategic efforts in reducing the unemployment rate can be made through the development and strengthening of the entrepreneurial sector. Entrepreneurship not only serves as a suggestion for job creation, but also as a key driver of economic growth based on innovation and creativity.

Employment conditions in Indonesia show that the national Open Unemployment Rate (TPT) in November 2025 will reach 4.74 percent, dominated by secondary education graduates, namely Vocational High Schools (SMK) at 8.45 percent and Senior High Schools (SMA) at 6.55 percent (BPS, 2025). This condition emphasizes the urgency of strengthening the entrepreneurial spirit from the secondary education level as a strategic effort in emphasizing the unemployment rate (Mumbai, 2023). Based on data from the Counseling Guidance of SMA Negeri 3 Semarang for the 2024/2025 Academic Year, it shows that out of a total of 427 graduates of class XII, as many as 345 students choose to continue their education to college, 64 students choose to work, and 18 students are included in other categories. The results of interviews conducted with teachers of Crafts and Entrepreneurship (PKWU) revealed that although there are some students who have carried out entrepreneurial activities after graduation, most students prefer to continue their education to college or work rather than building a business independently. This condition indicates that students' entrepreneurial interests are influenced by their individual goals and orientations, so that the tendency of students' interest in entrepreneurship as a whole is not optimal.

Considering the finding of teacher interviews Craft and Entrepreneurship (PKWU) of SMA Negeri 3 Semarang, entrepreneurship education has been provided to all students in grades X, XI, and XII through theoretical and practical learning carried out every semester. Although students generally show a positive response to entrepreneurial learning, the findings indicate that some students still have doubts about developing business ideas independently, as reflected in their tendency to copy existing products without making modifications. This independence can reflect low confidence in self-efficacy in entrepreneurial activities. In addition, there are some students who have applied the entrepreneurial skills acquired at school into real businesses, even continuing them after graduating from school. However, students' entrepreneurial interests are still diverse because they are influenced by their goals and career choices. This need highlights how crucial it is to comprehend the idea of interest as one of the elements influencing personal choices in business.

Holland's theory (1997) of interests, which holds that interests arise from the interaction between personal traits and the environment, is used in this study to understand entrepreneurial interest. According to Holland (1997), people are impacted by experiences and a supportive environment, but they also tend to develop interests in activities that match their unique qualities. In entrepreneurship, low entrepreneurial interest has the potential to have an impact on weakening economic conditions, considering that entrepreneurship is one of the main drivers of job creation (Lamanepa & Sidharta, 2019). The formation of entrepreneurial interest is influenced by three main factors related to the dimensions in the SDGs. First, entrepreneurship education through PKWU subjects is relevant to the attitude dimension, because this learning plays a role in developing students' creativity, skills, and entrepreneurial mindset (Rohmah & Wahono, 2022). In line with

this, Soemanto (2002) stated that entrepreneurship education not only provides a conceptual foundation regarding entrepreneurship, but also plays a role in motivating students to recognize opportunities, develop initiatives, and realize business activities. Second, the family environment as the closest social environment for individuals is related to the dimension of subjective norms where the family environment has an influence in shaping individual mindsets related to the decision-making process and determining interests, including entrepreneurial interests (Kusuma et al., 2023). Third, self-efficacy as an individual's internal factor related to the dimension of behavior control, reflects the extent to which he or she carries out entrepreneurial activities. According to Bandura (1997) self-efficacy is an individual's belief in his or her abilities, which affects an individual's mindset, emotional response, and behavior in dealing with certain situations.

The results of studies on entrepreneurial interests from various researchers continue to show different results. Several studies prove that entrepreneurial education, family environment, and self-efficacy affect entrepreneurial interest (Risakotta & Sapulette, 2023), (Rohmah & Wahono, 2022), (Dian et al., 2023). In contrast, other studies have found that entrepreneurship education and self-efficacy have no effect on entrepreneurial interest (Hadyastiti et al., 2020), (Indriani, 2021). Meanwhile, the research conducted by Maulidya & Patrikha (2022), claims that the home environment only influences entrepreneurial interest when self-efficacy acts as a mediator. In addition, some previous research was conducted on college students and vocational high school (SMK) students, so research that specifically examined entrepreneurial interest in high school students who are in the career exploration phase is still relatively limited. Furthermore, few research have taken these three factors into account at the same time in a single analysis model, particularly when it comes to high school pupils who have engaged in PKWU learning.

The difference in the results of the study shows that there are still inconsistencies in empirical findings related to factors that affect entrepreneurial interest. In contrast to previous research that was mostly conducted on students and students of Vocational High Schools (SMK), this study focuses on high school (SMA) students who are in the phase of career exploration. This study also integrates the factors of entrepreneurship education, family environment, and self efficacy in one model to explain students' entrepreneurial interest after obtaining PKWU learning. By analysing the impact of entrepreneurship education, family environment, and self-efficacy on students who have engaged in PKWU learning, this study seeks to gain a knowledge of the elements that influence high school students' interest in entrepreneurship. The results of this research are expected to enrich the literature on entrepreneurial interest and become a consideration for schools in designing effective strategies to increase students' entrepreneurial interest.

REVIEW OF LITERATURE

Theory of Holland

The study uses Holland's theory of interests. Holland (1997) says that career interest come from how person's inside traits work with their outside world, because of this, people usually like jobs or activities that match who they are. These interest then help build the knowledge, skill, and abilities that guide career decision. In this study, students' interest in being entrepreneurs is influenced by how their family environment, their belief in their own abilities, and the education they receive about entrepreneurship all work together. These factor combined help shape their interest in starting their own businesses.

Entrepreneurial Interest

As stated by Santoso, entrepreneurial interest is a combination of desire, interest, and a strong will to meet the needs of life independently, accompanied by a risk-taking attitude and openness to learn from failures (Fadli, 2023). Entrepreneurial interest can be defined as a person's desire, interest, and commitment to try hard to meet his or her life needs without being overshadowed by worries about taking risks. This interest is intrinsically present in a person as an encouragement to build and develop their own business. The internalization of knowledge and information about entrepreneurship is the first step towards the formation of an entrepreneurial interest, which in turn encourages people to participate in real activities to gain hands-on experience, which eventually strengthens the motivation to work in the field. Thus, the interest in entrepreneurship does not arise by chance, but is the result of a coaching and development process that is carried out in a regular and structured manner (Ulfa, 2015).

Holland's (1997) theory of vocational choice, in particular the enterprising personality type, closely aligns with the notion of entrepreneurial curiosity described above. According to Holland, this type is characterised by a strong preference for leadership, risk-taking, and achievement-oriented activities. This description is consistent with Santoso's definition, which calls for a combination of desire, a willingness to meet life's needs on one's own, and an openness to risk and failure. In this way, entrepreneurial curiosity can be interpreted as a behavioural expression of Holland's enterprising personality type rather than just a psychological state.

According to Sutanto (2016), entrepreneurial interest can be measured through indicators including:

1. feeling happy,
2. interest,
3. attention,
4. engagement.

Entrepreneurship Education

Kirby defines entrepreneurship education as a step-by-step approach that helps students prepare for an uncertain future by teaching them how to start their own businesses. Therefore, entrepreneurship education must be conceptually in accordance with the characteristics of its recipients. The main focus point in the entrepreneurship education curriculum is the development of materials that are oriented towards forming entrepreneurial attitudes, improving skills, and strengthening students' managerial competencies (Ali, 2020). Entrepreneurship education is also considered an effective way to encourage students' interest in entrepreneurship (Hapuk et al., 2021). In addition to students' internal abilities, external factors such as environment, facilities, and learning resources are also very important in the learning process. Thus, entrepreneurship education is a strategic means for students to develop their entrepreneurial interests and competencies in a sustainable manner (Antika & Muriawaty, 2025).

Holland's (1997) theory of vocational choice can also be used to understand the role of entrepreneurial education. This theory holds that a person's congruence with their surroundings is dynamic and can be developed and reinforced via organised education and experience. This suggests that formal education plays a crucial role in honing and strengthening this inclination until it becomes a tangible professional focus, even though the entrepreneurial personality type may initially be created through early exposure within the family environment.

Some studies found that entrepreneurship education significantly increases entrepreneurial interest because it improves entrepreneurial knowledge and attitudes. Conversely, other studies reported insignificant effects, suggesting that entrepreneurship education alone may not be sufficient without practical experience and personal motivation. According to Hutagalung et al. (2017), entrepreneurship education can be measured through indicators including:

1. curriculum,
2. quality of educators,
3. teaching and learning facilities.

Based on this explanation, the hypothesis proposed is as follows:

H1: Entrepreneurship education has a positive effect on entrepreneurial interest.

Family Environment

According to Dijah & Iman (2022), the family environment is the first and main medium that affects children's behavior and development. As the earliest known social condition by children, the family environment plays an important role in shaping children's perspective and orientation towards the surrounding world. Evaline (2015:6) in (Adha et al., 2023) reinforcing this opinion by saying that the family is the main institution in a child's life, and the family environment influences most of the decisions that children make. In line, the family is the main and most important educational institution in society because in it a person is born, grows, and develops until adulthood (Fikhri, 2022). In addition, the parenting styles and habits that parents carry out in daily life have a great impact on how children behave and think in the future. This suggests that interactions within the family determine the foundation of a person's character and life orientation.

This is in line with Holland's (1997) theory of vocational interest, which holds that a person's environment and personality type interact to shape their job interests. The Enterprising personality dimension, which is characterised by leadership, risk-taking, and success orientation and underpins entrepreneurial desire, is greatly influenced by the family because it is a child's first and most stable environment. Children are consequently more likely to establish congruence between their personal interests and entrepreneurial career paths if they grow up in homes that either model entrepreneurial behaviour or offer liberty and encouragement.

Previous research has shown that family background and parental support positively influence entrepreneurial interest because individuals from entrepreneurial families are more likely to perceive entrepreneurship as a desirable career option. However, some studies found insignificant relationships, indicating that family influence may vary depending on individual autonomy, education level, and personal experiences. According to Slameto (2010), family environment can be measured through indicators including:

1. how parents educate,
2. relationships between family members,
3. home atmosphere,
4. family economic situation,
5. definition of parents,
6. cultural background.

Based on this explanation, the hypothesis proposed is as follows:

H2: The family environment has a positive effect on entrepreneurial interest.

Self Efficacy

Bandura, (1997) states that self-efficacy is formed from the efficacy of expectations, which is a deep belief in individuals that a person has the ability to realize the desired target and achieve the success of something with a set goal. People who have high levels of self-efficacy typically have greater confidence in their ability to overcome obstacles, finish tasks, and succeed.

Research findings generally show that self-efficacy positively influences entrepreneurial interest. Nevertheless, several studies have found weaker or insignificant relationships, suggesting that confidence alone may not always translate into entrepreneurial interest without supporting resources and external conditions. According to Bandura (1997), self efficacy can be measured through indicators including:

1. magnitude,
2. strength,
3. generality.

Based on this explanation, the hypothesis proposed is as follows:

H3: Self efficacy has a positive and effect on entrepreneurial interest.

RESEARCH METHOD

This study employed a quantitative research approach with an explanatory research design. A deductive approach was applied by using existing theories as the basis for developing hypotheses and examining the relationships among variables. This study aimed to examine the statistical influence of entrepreneurship education, family environment, and self-efficacy on students' entrepreneurial interest. Since this study used a cross-sectional design, the findings describe statistical associations among variables rather than proving definitive causal relationships.

The research was conducted at SMA Negeri 3 Semarang during 28 April-30 June 2026. The respondents were active eleventh-grade students of SMA Negeri 3 Semarang in the 2025/2026 academic year, aged 16–18 years, who had completed the Craft and Entrepreneurship (PKWU) subject.

The population of this study consisted of 412 students. The sample size was determined using the Slovin formula with a 5% margin of error:

$$n = N / (1 + Ne^2)$$

Where n represents the sample size, N represents the population size, and e represents the margin of error. Based on the calculation, the required sample size was 203 students.

The sampling technique used was proportional random sampling. The number of respondents from each class was determined proportionally based on the total number of students in each class. After determining the sample proportion for each class, respondents were selected randomly to ensure that every student had an equal opportunity to participate.

Data were collected using questionnaires distributed to respondents during the research period after obtaining permission from the school. Respondents were made aware of the study's objectives, the confidentiality of their answers, and the voluntary nature of their involvement prior to filling out the questionnaire. The identities of respondents were kept confidential, and the collected data were used only for academic purposes.

A five-point Likert scale, with 1 representing (strongly disagree) and 5 representing (strongly

agree) was utilised in the questionnaire. The research tool was modified from earlier investigations.. Entrepreneurial interest was measured using indicators adapted from Sutanto (2016). Entrepreneurship education was adapted from (Hutagalung et al., 2017). Family environment was adapted from Slameto (2010). Self-efficacy was based on Bandura's (1997).

This study consisted of three independent variables, namely entrepreneurship education, family environment, and self-efficacy, and one dependent variable, namely entrepreneurial interest. Based on Holland's theory, the interest in entrepreneurship doesn't just appear out of nowhere, but grows over time as a result of how a person's traits interact with their surroundings. A family that offers support, a strong sense of self-belief, and education that teaches business skills and given hands-on experience can help students develop a greater interest in starting their own businesses. So, these three factors are likely to help make students more interested in starting their own businesses.

The Partial Least Squares Structural Equation Modelling (PLS-SEM) method using SmartPLS version 4.1.1.8 was used to analyse the data. Indicator reliability, internal consistency reliability, convergent validity, and discriminant validity were used to assess the measurement model. Path coefficients, coefficient of determination (R²), and hypothesis testing were used to assess the structural model.

Indicators with outer loading values below 0.60 were removed because they did not meet the recommended criteria for indicator reliability. Ghazali (2021) said that the loading factor value between 0.60 and 0.70 is still sufficient to meet the conditions of convergent validity. To make sure that the remaining indicators still reflected the theoretical characteristics of each construct, the deletion procedure was thoroughly examined. Since there were still enough indicators to indicate each variable, the elimination of indicators had no effect on the conceptual meaning of the self-efficacy and entrepreneurial interest constructs.

Hypothesis testing was performed using the bootstrapping procedure with 5,000 bootstrap subsamples. When the path coefficients had a t-statistic value larger than 1.96 and a p-value less than 0.05, the hypotheses were supported.

RESULTS AND DISCUSSION

Measurement Model Analysis (*Outer Model*)

Table 1.
Measurement Model (*Outer Model*)

Variable	Indicator	Code	Outer Loading	Cronbach's Alpha	Composite Reliability	AVE	Source
Entrepreneurial Interest	1. Feeling happy	Y1	0,692	0,927	0,923	0,601	Sutanto (2016)
	2. Interest	Y2	0,849				
	3. Attention	Y3	0,762				
	4. Engagement	Y4	0,777				
		Y5	0,894				
		Y7	0,666				
		Y8	0,792				
		Y10	0,887				

		Y11	0,675				
		Y12	0,777				
Entrepreneurship Education	1. Curriculum	X1.1	0,86				
	2. Quality of educators	X1.2	0,891				
	3. Teaching and learning facilities	X1.3	0,798				
		X1.4	0,725				
		X1.5	0,706	0,923	0,982	0,603	Hutagalung et al., (2017)
		X1.6	0,616				
		X1.7	0,798				
		X1.8	0,812				
		X1.9	0,746				
Family Environment	1. How parents educate	X2.1	0,764				
		X2.2	0,733				
	2. Relationships between family members	X2.3	0,724				
		X2.4	0,894				
		X2.5	0,882				
	3. Home atmosphere	X2.6	0,738				
		X2.7	0,9				
	4. Family economic situation	X2.8	0,849				
		X2.9	0,83				
		X2.10	0,783	0,965	0,967	0,63	Slameto, (2010:60-64)
	5. Definition of Parents	X2.11	0,785				
		X2.12	0,799				
	6. Cultural background	X2.13	0,736				
		X2.14	0,705				
		X2.15	0,774				
		X2.16	0,881				
		X2.17	0,717				
		X2.18	0,755				
Self Efficacy	1. Magnitude	X3.1	0,934				
	2. Generality	X3.2	0,932				
	3. Strength	X3.4	0,73	0,927	0,931	0,78	Bandura, (1997)
		X3.7	0,878				
		X3.8	0,925				

Source: Processed primary data, (2026)

Convergent Validity

The validity test was carried out using a questionnaire measuring tool to find out whether the data obtained after the research was valid data or not. According to Hair et al. (2014), the indicator is declared valid if the outer loading value is >70, but according to Ghazali (2021) said that the loading factor value between 0.60 and 0.70 is still sufficient to meet the conditions of convergent validity. Based on Table 1, the results of the convergent validity test showed that all indicators used after the elimination process met the outer loading criteria >0.60. These results indicate that each

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indicator is able to adequately represent the research construct, so that the convergent validity can be declared fulfilled.

Discriminant Validity

Table 2.
Discriminant Validity

Variable	Entrepreneurship Education	Family Environment	Self-Efficacy	Entrepreneurial Interest
Entrepreneurship Education	0.776			
Family Environment	0.642	0.794		
Self-Efficacy	0.564	0.674	0.883	
Entrepreneurial Interest	0.664	0.891	0.680	0.781

Source: Processed primary data, (2026)

Table 2 indicates that each construct's square root of AVE has a greater value than the correlation value with other constructs. This condition indicates that each variable has a good ability to distinguish the measured construct, so that the criteria for discriminant validity are declared to have been met.

Reliability Test

Table 3.
Composite reliability dan Cronbach's alpha

Variable	Cronbach's alpha	Composite reliability	Average Variance extracted (AVE)
Entrepreneurship Education	0.923	0.982	0.603
Family Environment	0.965	0.967	0.63
Self Efficacy	0.927	0.931	0.78
Entrepreneurial Interest	0.927	0.935	0.61

Source: Processed primary data (2026)

Table 3 shows that all constructions satisfied the suggested reliability standards, with AVE values above 0.50 and Cronbach's Alpha and Composite Reliability values above 0.70. The composite reliability value of entrepreneurship education (0.982) indicates excellent internal consistency. However, this relatively high value may also suggest similarity among several indicators; therefore, the construct was interpreted together with its outer loading values and theoretical relevance.

Structural Model Analysis (Inner Model)

To examine the importance and connections among the study's components, internal model testing was done. The inner model's R-Square score shows how well independent variables can

account for changes in dependent variables. The higher the R-Square value, the better the ability of the research model to produce accurate predictions.

Table 4.
R-Square Test Results

Variable	R-Square	Adjusted R-Square
Entrepreneurial Interest	0.710	0.705

Source: Processed primary data, (2026)

Based on Table 4, the entrepreneurial interest variable obtained an R^2 value of 0.710 and an adjusted R^2 value of 0.705. This indicates that entrepreneurship education, family environment, and self-efficacy explain 71.0% of the variance in entrepreneurial interest, while the remaining 29.0% is explained by other variables outside the research mode.

Predictive Relevance (Q^2)

Table 5.
Predictive Relevance (Q^2)

	Q^2_{predict}	RMSE	MAE
Y	0.691	0.562	0.409

Source: Processed primary data, (2026)

Table 5 shows that the entrepreneurial interest Q^2_{predict} value was 0.691, which is higher than zero. This finding suggests that the structural model may predict the endogenous construct and has excellent predictive relevance. Therefore, the proposed research model has satisfactory predictive capability.

Effect Size (F^2)

Table 6.
Effect Size (f^2)

Relationship	f-square	Interpretation
Entrepreneurship Education → Entrepreneurial Interest	0.244	Medium
Family Environment → Entrepreneurial Interest	0.061	Small
Self-Efficacy → Entrepreneurial Interest	0.222	Medium

Source: Processed primary data, (2026)

The effect size analysis showed that entrepreneurship education had a medium effect on entrepreneurial interest ($f^2 = 0.244$). Self-efficacy also demonstrated a medium effect ($f^2 = 0.222$), while family environment had a small effect ($f^2 = 0.061$). These findings indicate that entrepreneurship education and self-efficacy contributed more substantially to entrepreneurial interest than family environment.

Collinearity Assessment (Inner VIF)

Table 7.
Inner VIF Values

Relationship	VIF
Entrepreneurship Education → Entrepreneurial Interest	1.804
Family Environment → Entrepreneurial Interest	2.388
Self-Efficacy → Entrepreneurial Interest	2.395

Source: Processed primary data, (2026)

Collinearity was assessed using the inner Variance Inflation Factor (VIF). As shown in Table 7, all VIF values ranged from **1.804 to 2.395**, which are below the recommended threshold of 5.00. Therefore, multicollinearity was not a concern in this study.

Model Fit (Fit Summary)

Table 8.
Model Fit

	Saturated model	Estimated model
SRMR	0.073	0.073
Chi-square	2192.242	2192.242
NFI	0.648	0.648

Source: Processed primary data, (2026)

Based on the model fit assessment, the **SRMR value was 0.073**, indicating an acceptable approximate fit between the proposed model and the observed data. However, the model fit should not be evaluated solely based on the NFI and Chi-square values. The NFI value of **0.648** indicates a relatively limited level of model fit and therefore should be interpreted with caution. Accordingly, the overall evaluation of the model was primarily based on the measurement model, structural model, predictive relevance, and hypothesis testing results.

Hypothesis Test

Table 9.
Path Coefficient Results

	Original sample (O)	T statistics (O/STDEV)	P values	95% Confidence Interval	Description
Entrepreneurship Education on Entrepreneurial Interest	0,357	3,995	0,000	0.164–0.503	Accepted
Family Environment on Interest in Entrepreneurship	0,206	3,017	0,003	0.082–0.351	Accepted

<i>Self-Efficacy on Interest in Entrepreneurship</i>	0,393	5,742	0,000	0.263–0.530	Accepted
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Source: Processed primary data, (2026)

Table 9 presents the results of the hypothesis testing using the bootstrapping procedure. The results show that entrepreneurship education ($\beta = 0.357, p < 0.001$), family environment ($\beta = 0.206, p = 0.003$), and self-efficacy ($\beta = 0.393, p < 0.001$) have positive and statistically significant relationships with entrepreneurial interest.

Among the three independent variables, self-efficacy had the strongest relationship with entrepreneurial interest ($\beta = 0.393$), followed by entrepreneurship education ($\beta = 0.357$), and family environment ($\beta = 0.206$). These findings indicate that students' confidence in their own abilities plays a greater role in developing entrepreneurial interest than external influences. In the context of SMA Negeri 3 Semarang, students who believe in their ability to identify opportunities, solve problems, and overcome challenges are more likely to develop stronger entrepreneurial interest.

Entrepreneurship education has a positive effect on entrepreneurial interest

Entrepreneurship education plays an important role in equipping students with the knowledge, skills, and attitudes to start a business, while fostering the courage to face risks, the ability to see opportunities, and entrepreneurial confidence. This learning process not only imparts business technical knowledge, but also gradually forms a stronger entrepreneurial mindset and interest. This matches Holland's theory of interest, which says that interests come from how a person's traits work together with their surroundings. Entrepreneurship education creates a learning setting where students can gain experience, learn important knowledge, and explore opportunities related to starting and running a business, which help them develop an interest in becoming entrepreneurs. These findings also support the view Buchari Alma (2006), which states that education, family environment, personal values, age, and work history are factors that form entrepreneurial interest, which basically comes from the entrepreneurial education process itself.

The results of this study are in line with the findings Durin & Marwan (2022), Aji et al. (2026), which explains that entrepreneurship education is able to form entrepreneurship to be able to shape individual mindsets, attitudes, and behaviors so that they have the character of an entrepreneur, including creativity and the courage to take business risks. This is in line with Oulhou & Ibourek (2023), which states that students with more entrepreneurial education experience generally have a higher level of entrepreneurial intent or interest. In line with that, Afiyati & Noviani (2023) emphasizing that entrepreneurship education that goes hand in hand with environmental support produces a stronger effect on entrepreneurial interest than just one of the factors. Overall, these findings suggest that the better the entrepreneurial education students receive, the greater their interest in entrepreneurship.

Family environment has a positive effect on entrepreneurial interest

The family is the first social environment that shapes the character, values, and career direction of a child. The way parents educate helps build students' independence and courage in facing challenges, including entrepreneurship. In addition, a pleasant home atmosphere increases students' intrinsic desire to succeed and create something new. Adequate family financial conditions, accompanied by moral support and a family environment that values creativity, contribute to increasing students' confidence in their ability to make choices and career directions independently. This is consistent with Holland's theory of interest, which holds that environmental factors and

personal traits interact to shape interest. Student' interest in entrepreneurial activities is simulated by a supportive, constructive, and role-modeling familial environment, which increases their propensity for entrepreneurship.

The results of this study are in line with Syahira et al. (2024), which explains that families that are able to provide motivation, support, and a conducive atmosphere are able to foster entrepreneurial interest in individuals. This is also supported by the findings Nur & Wicaksono (2024), which states that the family environment is an external factor that encourages the formation of entrepreneurial interest through moral support and encouragement to dare to take business opportunities. In addition, Naufal et al. (2024), found that the family environment plays an important role in increasing entrepreneurial interest, especially when the family provides support for the development of children's potential, independence, and career choices. Thus, a supportive family environment has proven to be an important factor in forming and strengthening students' entrepreneurial interests. The greater the support the family provides, the stronger the tendency to have an entrepreneurial interest.

Self Efficacy has a positive effect on entrepreneurial interest

Self efficacy or self-confidence is a person's belief in his ability to successfully perform tasks, including developing a business. Students with high self-efficacy tend to view entrepreneurial challenges as something that can be overcome, are more persistent in facing failure, and are more courageous to take concrete steps, thus encouraging a stronger interest in entrepreneurship. This is consistent with Holland's theory of interests, which holds that environmental factors and personal traits interact to shape interests. Self-efficacy is an individual trait in this study that reflects a student's confidence in their capacity to engage in entrepreneurial activity. The student's interest in entrepreneurship increases with the strength of this belief. Bandura (1997) self-efficacy theory, which contends that a person's confidence in their own skills is a critical element affecting behavioural decisions and subsequent behaviours, lends support to this idea.

These findings are in line with Ferreira-neto et al. (2023) which states that self efficacy directly affects the formation of students' entrepreneurial interests. Similar things were also put forward by Sonita & Gampito (2022), which states that students' self-confidence in entrepreneurial ability is an important determining factor for the emergence of entrepreneurial interest. In addition, the research Adelia & Sudarwanto (2025) states that self efficacy is one of the internal factors that can increase students' entrepreneurial interest because it encourages courage in making decisions, facing uncertainty, and solving problems in business activities. Thus, self efficacy is a determining factor in shaping students' entrepreneurial interests. The higher it is self efficacy that a person has, the higher the interest in entrepreneurship he has, because strong self-confidence encourages individuals to be more courageous in facing business risks and confident in being able to manage challenges in entrepreneurship.

CONCLUSION

According to the study's findings, entrepreneurship education, family environment, and self efficacy have a positive and significant influence on entrepreneurial interest. These findings affirm the importance of strengthening entrepreneurship education, supporting a conducive environment, and confidence in increasing students' entrepreneurial interest. This study has a number of limitations, including the fact that it was carried out at a single school, which means the results

cannot be broadly applied; the use of self-reported questionnaires, which are subject to subjective bias; and the cross-sectional design, which makes it impossible to draw firm conclusions about causal relationships. Additionally, there is a chance of common method bias because all variables were measured using the same data source. As a result, it is advised that educational institutions encourage students' interest in entrepreneurship through programs including opportunity recognition training, business projects, entrepreneurship mentorship, enhanced parental participation, and entrepreneurship bazaars. To produce more thorough findings, future studies should use a longitudinal design and include a greater number of schools.

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