

Building Entrepreneurial Intention Among University Students

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ABSTRACT

This research delves into the ways in which entrepreneurship education and the influence of family dynamics shape the entrepreneurial aspirations of students in Indonesia. One hundred students from ten leading private institutions in Bandung were surveyed and interviewed to collect data used in the quantitative analysis. The findings of this study indicate that students' intention to start their own business is strongly influenced by their family environment and the entrepreneurship education they receive. The results confirm the importance of the integration of formal education and social support in shaping students' interest and readiness for entrepreneurship. The implications of this study underscore the necessity of prioritizing entrepreneurship education and the role of family in fostering entrepreneurship among younger generations.

Keywords: *Entrepreneurship Education, Family Environment, Entrepreneurial Intention.*

1. INTRODUCTION

There has been a significant increase in the number of entrepreneurial students since the turn of the century. This is supported by the fact that knowledge is easily accessible and technology is advancing. A large number of students have managed their own companies successfully. Generation Z, made up of those born between 1995 and now, are Indonesia's young people who, as the future of the world economy depends on their ideas to build new businesses, must be able to inspire the creation of new jobs (Hasan et al., 2021).

Graduates may be likened to frogs in a shell. This implies that, following graduation from college, they will only have one option ingrained in their brain: to find a job. One of the few paths to financial success after college is to start one's own business and hire people directly (Sandi & Nurhayati, 2020).

Entrepreneurial represents a viable option for those experiencing difficulty in finding employment. A country's economy will always benefit from an increase in entrepreneurial activity. It is therefore essential to instill an interest in entrepreneurial among students. (Trisnadi, 2012) suggests that encouraging students to adopt an entrepreneurial mindset and style may influence their choice of career path. Many believe that entrepreneurial education plays an important role in inspiring the next generation to realize their business dreams and create a unique entrepreneurial spirit (Indarti dan Rostiani, 2008).

Early and consistent exposure to entrepreneurial education can enhance the ability to see possibilities and capitalize on them. A person's level of effectiveness increases along with their level of knowledge and skill development, which in turn increases their desire to start their own business. Furthermore, family dynamics also play a role in inspiring more people to pursue entrepreneurial ventures. Parents have a significant influence on children's interest in work and entrepreneurship through their position as role models and advisors in shaping children's future careers (Sandi & Nurhayati, 2020).

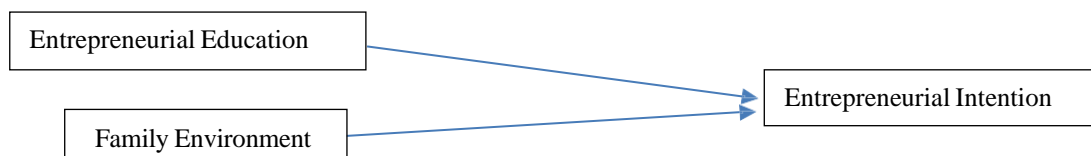


Figure 1 Hypothesis model

In light of previous research findings indicating that entrepreneurial education and family background are significant variables influencing students' entrepreneurial intentions (Tandra et al., 2022) this study will also employ these variables. The significance of entrepreneurial education in encouraging individuals to pursue career paths that

are oriented towards value creation, increasing new business creation, and economic growth cannot be overstated. It is widely acknowledged that entrepreneurial education provides students with the necessary knowledge, skills, and motivation to start a business (Bataragoa et al., 2020; Damianus et al., 2022; Tandra et al., 2022). Based on this evidence, the following hypothesis is proposed:

H1: There is an effect of entrepreneurial education on entrepreneurial intention.

A child's behavior is greatly influenced by their family's surroundings. A person's ambition to become an entrepreneur is significantly impacted by their familial environment, according to previous studies (Febyanti et al., 2022; Putri & Denmar, 2022). Based on this evidence, the following hypothesis is proposed:

H2: There is an influence of Family Environment on Entrepreneurial Intention.

The intention to become an entrepreneur is a crucial factor in understanding entrepreneurial, as it is influenced by self-interest. Individuals who engage in entrepreneurial have a higher probability of owning and establishing a business in the future (Gunarso & Selamat, 2020; Mala et al., 2019). Based on this evidence, the following hypothesis is proposed:

H3: There is an effect of entrepreneurial education and family environment on entrepreneurial intention that is not merely additive but rather simultaneous.

2. RESEARCH METHOD

The interest of students in entrepreneurial is shaped by their family environment, and this study will examine the relationship between entrepreneurial knowledge and that environment using quantitative methods. A total of one hundred participants met the following criteria when they were randomly selected to participate in this study: (1) Students from the top 10 private universities in Bandung based on UniRank rankings; (2) D3, D4, and S1 students who have attended formal entrepreneurial programs.

Questionnaires and direct interviews provided the data for this investigation. Secondary data obtained from interviews were employed to ensure that the profiles of the students matched the sample criteria. Primary data were collected through questionnaires that inquired about entrepreneurial knowledge, family environment, and interest in the field. A 6-point Likert scale was used to assess the participants in this research. Initially, the SPSS application was utilized to assess the suitability of each statement item in the survey.

3. RESULTS AND DISCUSSIONS

3.1. Results

3.1.1 Validity and Reliability test

The primary goal of this research is to determine if there is a correlation between students' interest in entrepreneurial and their familial environment as well as their own entrepreneurial abilities. To make sure the data was valid and reliable, we pretested all the statement items that were going to be utilized to measure the study variables. In this research, the instrument is deemed genuine if the calculated r-value exceeds the r-table value, with an alpha error of 0.05. Each statement item including entrepreneurial knowledge variables was subjected to a validity test, and the findings are shown in the following table.

Table 1 Validity Test Results of Question Items for Each Variable

Variable	Indicator	r calculation
Entrepreneurial Education (EE)	EE 1	0.775
	EE 2	0.721
	EE 3	0.756
	EE 4	0.784
Family Environment (FE)	FE 1	0.802
	FE 2	0.746
	FE 3	0.707
	FE 4	0.710
Entrepreneurial Intention (EI)	EI 1	0.834
	EI 2	0.805
	EI 3	0.754
	EI 4	0.810

Each statement item on the interest in entrepreneurial variable is valid, according to the results of the validity test, because the calculated r coefficient of each item is much greater than the r coefficient table with an alpha error of 0.05. This means that all question items on this variable are valid.

The next step was to use Cronbach's Alpha to check the instrument's dependability. According to the evaluation standards, a questionnaire is deemed credible if its Cronbach's Alpha score is more than 0.60. Results from a reliability analysis of all statements relating to the following factors: interest in entrepreneurial, family environment, and entrepreneurial skills are shown below.

Table 2 Reliability Test Results of Question Items for Each Variable

Variable	Cronbach's Alpha
Entrepreneurial Education (EE)	0.778
Family Environment (FE)	0.758
Entrepreneurial Intention (EI)	0.813

The instrument reliability test shows that the three variables-entrepreneurial education, family environment, and entrepreneurial are intention reliable (Cronbach's Alpha value is more than and equal to 0.60).

3.1.2 Partial Test (*t* Test)

Table 3 The result of t test

Model	T	Significant value
Constant	2.092	0.039
Entrepreneurial Education	3.548	0.001
Family Environment	3.342	0.001

Hypothesis testing H with t test:

1. Hypothesis testing (H1)

Because the t value is 3.548 more than t table 1.985, the Sig. value of the effect of variable EE on variable EI is 0.001 less than 0.05, it can be concluded that H1 is accepted, this indicates that variable EE does affect EI.

2. Hypothesis testing (H2)

It can be concluded that FE is accepted, meaning that variable FE has an effect on variable EI, because Sig. the value of this influence is 0.001 less than 0.05 and the value of t count is 3.342 more than t table 1.985.

3.1.3 Simultaneous Test (*F* Test)

Table 4. Simultaneous Test Results (*F* Test)

Model	F	Significant value
Regression	20.887	0.000

Previous findings show that variables EE and FE have a significant effect on variable EI when both are considered simultaneously, with a significance value of 0.000 less than 0.05 and an F value of 20.887 more than 30.89. Since FE and EE have an effect on EI simultaneously, H3 can be accepted.

3.1.4 Determination Coefficient Test

The Adjusted R Square value is 0.287, indicating that EE and FE collectively contribute 28.7 percent to the total impact on EI, while other factors account for 71.3 percent of the overall effect.

3.2 Discussion

3.2.1 The Effect of Entrepreneurial Education on Entrepreneurial Intention

The results indicated that Entrepreneurial Education affects Entrepreneurial Intention, with a t value of 3.548 more than t table 1.985 and a significant result of 0.001 less than 0.05. This finding reinforces the idea that entrepreneurial education may have a positive impact on entrepreneurs. This indicates that if the value of entrepreneurial education is positive, then the value of entrepreneurial intention will also be positive.

3.2.2 Effect of Family Environment on Entrepreneurial Intention

A calculated t value of 3.342 more than t table 1.985 and a significant value of 0.001 less than 0.05 shows that the family environment has an influence on the desire to start a business. From these results, it is found that family environment has a positive effect on entrepreneurial intention. This indicates that an individual's level of entrepreneurial intention is positively correlated with the quality of their family environment.

3.2.3 This study examines the simultaneous influence of entrepreneurial education and family environment on entrepreneurial intention.

A calculated F value of 20.887 more than F table 3.089 and a significant value of 0.000 less than 0.05 show that entrepreneurial education and family environment both have an impact on entrepreneurial intention at the same time. Intention to start a business is positively impacted by exposure to entrepreneurial education and a supportive familial environment, according to these findings. This suggests that those who have a strong foundation in entrepreneurial and coming from a nurturing home tend to have more entrepreneurial aspirations.

4. CONCLUSION

The findings of the research indicate that students' entrepreneurial tendencies are positively and significantly influenced by their level of entrepreneurial knowledge. Additionally, the study revealed that students' home environment exerts a considerable, positive impact on their aspirations to start their own business. Further research has demonstrated that students' ambitions to start their own businesses are significantly influenced by their entrepreneurial education and the support they receive from their families.

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