

# The Role of Entrepreneurship Education in Increasing Entrepreneurial Intention: Family Environment as Moderating Variable.

Lisnawati Limbong<sup>1,\*</sup>, Enjang Hermawan<sup>1</sup>, Heky Lisan Suwarno<sup>1</sup>

<sup>1</sup>Universitas Kristen Maranatha, Bandung, Indonesia

\*Corresponding author. Email: Hengky.ls@eco.maranatha.edu

## ABSTRACT

The purpose of this study is to assess the influence of entrepreneurship education in enhancing entrepreneurial intention, with the home context serving as a moderating variable. The participants in this study were students from Maranatha Christian University in Bandung. The sample size was 120 students, selected via purposive sampling. Questionnaire-based data collecting strategies. Data analysis techniques include descriptive statistical analysis and moderation variable analysis. The results of this study show that Entrepreneurship Education (X1) has a favorable and significant effect on Entrepreneurial Inclinations. The effect of the Family Environment (X2) on entrepreneurial inclinations (Y) is both positive and significant. While the variable Entrepreneurship Education (X1) has a positive and insignificant influence on boosting Entrepreneurial Ambition (Y), the home environment acts as a moderator.

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

## 1. INTRODUCTION

In the era of globalisation and dynamic environment, entrepreneurship is one of the foundations of a country's economic development (Fan et al., 2024). As a developing country, Indonesia seeks to increase the number of young entrepreneurs to boost economic growth and reduce unemployment, especially in the number of university graduates (Iman et al., 2022). According to the Central Statistics Agency (BPS), 3.9% of Indonesia's population is engaged in entrepreneurship, which is higher than the 3.47% in 2019. However, Indonesia's entrepreneurship rate still lags behind developed countries where the standard is around 14% of the total population. Increasing the number of creative, innovative, and competitive young entrepreneurs requires a strategic role for universities (Boldureanu et al., 2020). Universities have a strategic role in developing students' entrepreneurial potential by providing basic knowledge about business and practical skills needed to create entrepreneurial intentions in students (Sousa et al., 2018).

Entrepreneurship education plays an important role in increasing students' entrepreneurial intentions by providing practical skills and exposure to successful entrepreneurial models (Dey et al., 2024; Fan et al., 2024; Karki et al., 2023). This education is considered key to fostering the growth of competitive young entrepreneurs (Boldureanu et al., 2020). Entrepreneurship education can create a significant entrepreneurial mindset, which strengthens students' intention to start a business. It acts as a bridge between business theory and practice, where students can understand how to recognise market opportunities and manage a business (Liu et al., 2022). However, there is a gap in the results of research showing that entrepreneurship education has no effect on entrepreneurial intention (Longobardi et al., 2023; Montes et al., 2023; Zhang et al., 2022), because students find it difficult to apply the knowledge gained to the real world, so entrepreneurial intentions do not develop significantly. According Al-Fattal, (2024) revealed that without practical experience, students tend to feel less ready to start a business. The inconsistency of these results is a motivation for researchers to re-examine the effect of entrepreneurship education on entrepreneurial intention.

In addition to formal education, the family environment also plays an important role in shaping entrepreneurial intentions (Af Idah et al., 2024; Chauhan et al., 2024; Listyawati et al., 2024). The family environment provides emotional support, motivation, and even hands-on business experience that can boost students' confidence and facilitate their decision to start a business. Therefore, the influence of parents who support entrepreneurship can provide a positive example that serves as a source of inspiration and motivation for their children to become entrepreneurs. Although there have been many studies that discuss the effect of family environment on entrepreneurial intention, the literature that specifically examines the role of entrepreneurship education with the moderating variable of family environment is still limited. In this study we have conducted preliminary research for phenomena related to research variables to 30 students at Maranatha Christian University. Based on the results of this preliminary research,

the results show that entrepreneurial intentions in Maranatha Christian University students with an average of 76% still need to be increased again because this figure is still less than the ideal standard value of 100%. While the role of entrepreneurship education with an average of 85% still needs to be increased again because this figure still has not reached 100%. Another thing that can increase entrepreneurial intentions is the role of the family environment with the results of the data averaging 66% still far from the ideal standard of 100%.

Considering the above explanation, it is essential to examine studies concerning the connection between the Role of Entrepreneurship Education in enhancing Entrepreneurial Intention: Family Environment as a moderating variable among students of Maranatha Christian University.

### **1.1. Entrepreneurship Education**

Entrepreneurship education can be grouped into three main parts: Entrepreneurship education to increase and develop awareness of the role of entrepreneurs and good opportunities in the future, Improving cognitive skills of being an entrepreneur such as marketing, finance, marketing, production, and human resources. And improving non-cognitive skills (Akhtar et al., 2022; Dlamini et., 2023; Wahyuni et al, 2020). Entrepreneurship education teaches about the way of thinking of an entrepreneur (to educate the entrepreneurial mindset), hone entrepreneurial skills and expertise (to sharpen the entrepreneurial skills), and build an entrepreneurial spirit (to built up entrepreneurship).

Entrepreneurship education is a method of instilling an entrepreneurial spirit in individuals in order to foster a culture of creativity and innovation by leveraging current chances to run a business successfully and efficiently. An entrepreneur's innovative spirit, such as the willingness to calculate and take current risks, allows them to create items that are unique, have additional value, and differ from those given by competitors. To run successfully, entrepreneurship education requires curriculum readiness, teaching personnel, students, suitable infrastructure, and a friendly environment. Entrepreneurship education is designed to prepare graduates to start their own enterprises and provide job opportunities.

### **1.2. Family Environment**

According to (Risakotta et al, 2023) states that the family environment is the environment where children are first educated, such as behaviour, nature, and so on, because the family environment is the first environment for children. Therefore, the family environment is one of the internal environments that can affect the development of an individual. The family environment is the first place of upbringing. That's why the family environment affects children's attitudes, behaviour, and behaviour. Children will tend to consult about their family from father, mother, or even brothers and sisters. The family environment influences children in determining careers. Children sometimes follow the career paths of their parents or family members.

### **1.3. Entrepreneurial Intention**

Interested is a priority feeling and a sense of concern about something or an activity, without anyone telling you. One person is interested in something that arises on the basis of his own will, without being bound by others. According to (Turmuzi et al., 2022) entrepreneurs themselves are people who are able to see and assess business opportunities, gather the resources needed to take advantage and take the right actions to gain success. Almost the same as stated by Basrowi, Meliani et al., (2022) expressed his opinion that entrepreneurs are individuals who have the ability to manage resources, both in terms of use and aspects that exist in it. The ability to find opportunities and take advantage of existing resources will be in vain if individuals do not have the courage to realise them, so the courage that exists within will spur someone to face the risks that will come. Based on the explanation above, it can be concluded that entrepreneurial interest is a person's interest in the business world. Someone who is interested in entrepreneurship is certainly someone who is able to see opportunities and take advantage of them to make a profit. A great interest in a person will influence to bring up new ideas and product modifications.

### **1.4 Hypothesis Development**

#### **1.4.1. Entrepreneurship Education and Entrepreneurial Intention**

Entrepreneurship education has an important role in improving individual skills that encourage business activities (Agus et al., 2024). Fauziati et al., (2020) explained that the entrepreneurial knowledge provided to students in higher education includes how to become entrepreneurs which will build an entrepreneurial culture in higher education so that entrepreneurial intentions will arise. In the research of Dey et al., (2024); Fan et al., (2024); Karki et al., (2023)

stated that entrepreneurship education can create a significant entrepreneurial mindset, which strengthens students' intention to start a business. This education as a bridge between business theory and real practice, where students can understand how to recognise market opportunities and manage businesses. However, this finding is different from the research of Longobardi et al., (2023); Montes et al., (2023); Zhang et al., (2022) which asserts that entrepreneurship education does not influence entrepreneurial intention because university-level entrepreneurship education emphasizes theoretical concepts over practical application. This focus creates challenges for students in translating the acquired knowledge into real-world scenarios, thereby resulting in limited development of entrepreneurial intentions. Based on the description above, the following hypothesis is formulated:

H1: Entrepreneurship Education Affects Entrepreneurial Intention

#### *1.4.2. Family Environment and Entrepreneurial Intention*

The family is the smallest part of society and the most important environment that can influence the development and behaviour of children. The family is the place where children are trained and most of the child's life takes place in the family. The family environment is defined as the social environment closest to entrepreneurship and plays an important role in the formation of personality, especially the entrepreneurial personality of children. In the home environment, a child can find business ideas and family support, and doing family activities means learning how to run a business (Sugianingrat et al., 2020). Entrepreneurial parents tend to have children who follow in their footsteps (Buchari et al, 2011). This situation can inspire the child since he or she is young. Therefore, the family environment also plays an important role in shaping entrepreneurial intentions (Af Idah et al., 2024; Chauhan et al., 2024; Listyawati et al., 2024). Based on the description above, the following hypothesis is formulated:

H2: Family Environment Affects Entrepreneurial Intention.

#### *1.4.3. Entrepreneurship Education, Entrepreneurial Intention and Family Environment*

Entrepreneurship education is a unit of learning in higher education with the aim of providing knowledge related to entrepreneurship to students. The provision of this entrepreneurship course aims to motivate and form an entrepreneurial attitude so that students have an interest in entrepreneurship (Nurjanah, 2020). Entrepreneurship education provides knowledge, attitudes and self-preparation to become entrepreneurs (Sekarini et al, 2020). Someone who has attended entrepreneurship education will be interested in entrepreneurship. In addition, the family environment is defined as the social environment closest to entrepreneurship, and plays an important role in personality formation, especially the entrepreneurial personality of children. In the home environment, a child can find business ideas and family support, and doing family activities means learning how to run a business (Sugianingrat et al., 2020). Entrepreneurial parents tend to have children who follow in their footsteps (Buchari, 2011). This situation can provide inspiration to the child from childhood. Based on the description above, the following hypothesis is formulated:

H3: Entrepreneurship Education In Increasing Entrepreneurial Intention Family Environment As A Moderating Variable.

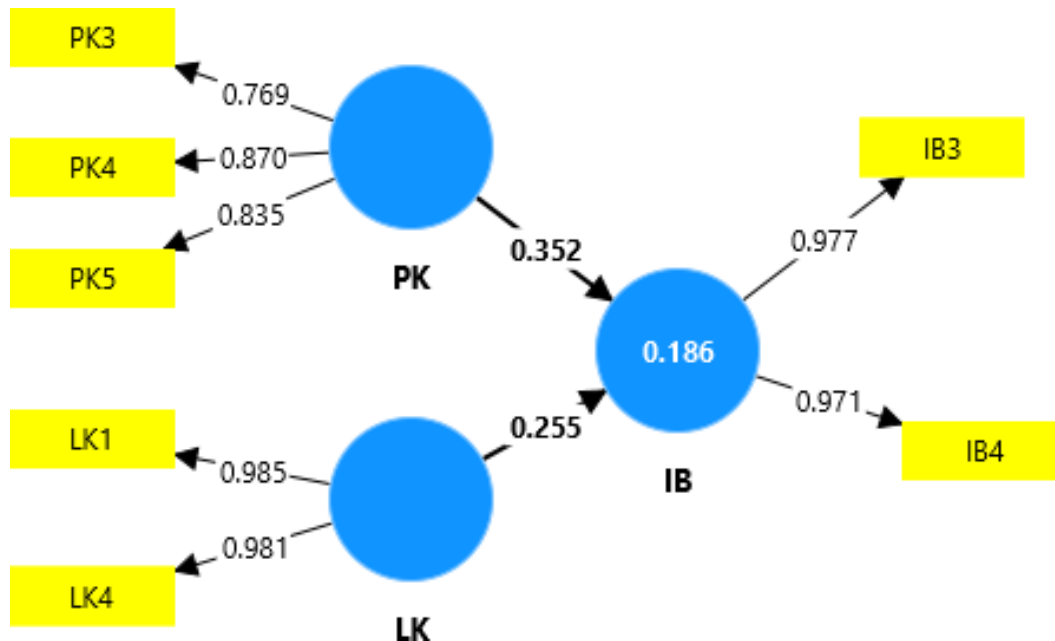
## **2. METHODS**

The demographic for this study consists of students from Maranatha Christian University; due to the sizable population, the research employs the criteria specified by Hair. According to Hair, (2014) the minimum number of question items is multiplied by 5 to 10. This study has 15 question items. Therefore, the number of samples required is  $8 \times 15 = 120$  respondents. The sampling technique used by researchers is purposive sampling. The criteria used are students who can participate in this study, namely those who have taken entrepreneurship courses. Data gathering was conducted over a period of 1 month, and the survey was made available through a googleform link. (<https://bit.ly/EntrepreneurshipEducation2024>). In collecting data, the researcher distributed questionnaires to students at Maranatha Christian University. In total, there were 120 respondents who participated in this study. Furthermore, for technical data analysis in this research, SmartPLS software version 4.0.1 was used. This software allows the author to find several indicators for each variable and produce more accurate results. Smart PLS path analysis is used to evaluate the correlation between variables in the model.

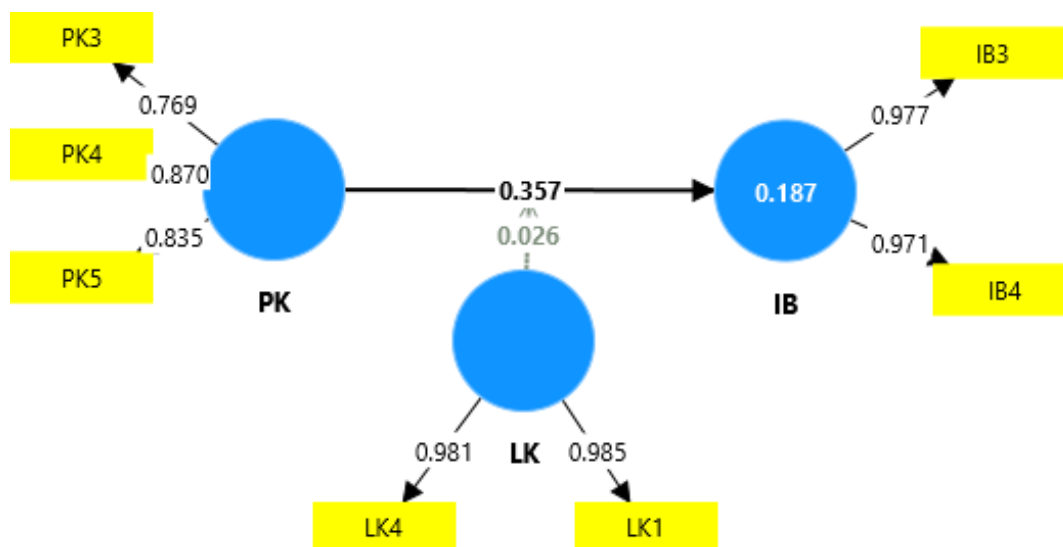
### 3. RESULT AND DISCUSSION

#### 3.1. Outer Model Evaluation

The following are the results of the outer model value images presented in Figures 1 and 2.



**Figure 1.** Outer Model without Moderation



**Figure 2.** Outer Model of Moderation Effect

#### 3.2. Validity and Reliability

The purpose of this measurement is to see the validity of each relationship between the tested indicators and the construct. Tests for convergent validity utilize outer loading and AVE. For the outside loading measurement to be deemed acceptable, it must exceed 0.7, and the AVE value must be greater than 0.5 (Hair et al., 2017). The AVE value that must be accepted is  $>0.5$ . Several question items in this study did not meet the requirements so that they had to be tested further. The question items are items 1 and 2 of the Entrepreneurship Education variable, items 2, 3 and 5 of the Family Environment variable and items 1, 2 and 5 of Entrepreneurial Intention. This study's measurements met the convergent validity standards, as the outer loading value exceeds 0.7 and the AVE value exceeds 0.5.

Reliability is assessed using two criteria: Cronbach's alpha and composite reliability. In this study, the variables Entrepreneurship Education, Family Environment, and Entrepreneurial Intention are considered good because they have a composite reliability value and a Cronbach's alpha value more than 0.70. Each variable's values above 0.7 range from 0.76 to 0.96. This indicates that the results of the reliability test on each variable are highly reliable. Detailed information about Composite Reliability and Cronbach's Alpha data is described in table 1.

**Table 1.** Outer Loading, AVE, Cross Loadings, Composite Reliability and Cronbach Alpha.

Variable	Indicator	Outer Loading and Cross Loading	AVE	Cronbach alpha	Composite reliability
Education Entrepreneurship (X1)	PK3	0.769	0.949	0.764	0.767
	PK4	0.870			
	PK5	0.835			
Family Environment (X2)	LK1	0.985	0.976	0.966	0.976
	LK4	0.981			
Entrepreneurial Intention (Y)	IB3	0.977	0.681	0.946	0.957
	IB4	0.971			

### 3.2 Structural Model Test

The NFI results can be used to evaluate the model fit in this study. A higher NFI value indicates a better fit. In this case, the NFI result is 81.3, which indicates that the research model is considered acceptable.

### 3.3 Partial Effect Test

Based on the data processing that has been carried out, the results can be used in answering the hypothesis of this study, by looking at the T-statistics and P-value. The hypothesis is accepted if  $P < 0.05$ . The following hypothesis test results are presented in Table 3.

**Table 2.** Summary of Hypothesis Test Result

Hypothesis	Original sample	T – Statistics	P – Value	Description
Entrepreneurship Education (X1) Affects Entrepreneurial Intention (X2)	0.249	2.457	0.000	Positif and significant
Family Environment (X2) Affects Entrepreneurial Intention (Y)	0.357	3.959	0.000	Positif and significant
Entrepreneurship Education (X1) and Entrepreneurial Intention (Y), Family Environment (X2) as Moderation Variable.	0.026	0.219	0.827	Positif and not significant

## 4. DISCUSSION

### 4.1. Entrepreneurship Education Affects Entrepreneurial Intention

Based on the results of this study indicate that Entrepreneurship Education has a positive and significant influence on Entrepreneurial Intention. This finding is in line with the research of which states that Entrepreneurship Education has a positive and significant effect on Entrepreneurial Intention. This happens because entrepreneurship education can equip students with the knowledge, skills, and mindset that support their readiness to start and manage a business. By learning risk management, opportunity identification, business planning, and decision making, students become more confident and ready to face business challenges. Through this education, it can also change the mindset of students from job seekers to job creators, while increasing their motivation through practical insights and relevant business strategies. In accordance with Ajzen's Planned Behaviour theory Ajzen, (1991) this education can build positive attitudes, social support, and confidence in entrepreneurship.

#### 4.2. Family Environment Affects Entrepreneurial Intention

Based on the results of this study indicate that the Family Environment has a positive and significant influence on Entrepreneurial Intention. This finding is in line with research (Af Idah & Mustika Dewi, 2024; Chauhan et al., 2024; Listyawati et al., 2024) which reveals that the family is the main place for the formation of children's personality and behaviour. Entrepreneurial parents often become role models, provide inspiration, and real experience from an early age, so that children are easier to recognise opportunities and are confident in taking risks. In addition, families provide emotional support, motivation and hands-on business experience through daily activities or family businesses. This creates a favourable environment for children to develop entrepreneurial skills and confidence. Overall, families play an important role in shaping children's interest and intention to become entrepreneurs.

#### 4.3. Entrepreneurship Education in Increasing Entrepreneurial Intention Family Environment as a Moderating Variable.

The results of this study indicate that the family environment does not have a moderating role in the relationship between entrepreneurship education and entrepreneurial intention. This happens because the effect of entrepreneurship education on students to become entrepreneurs is more independent and is not significantly influenced by the condition of the family environment (Nur et al., 2023). Entrepreneurship education equips students with knowledge, skills, and mindsets that support entrepreneurship, so that it can encourage entrepreneurial intentions without depending on family factors. In addition, the role of the family environment in shaping entrepreneurial intentions tends to be direct rather than as a factor that strengthens or weakens the influence of entrepreneurship education (Arinie Hudaya, 2023). In this case, family support is also a factor to consider, where not all students get the same influence from the family in making decisions to become entrepreneurs (Lestari et al., 2024). Therefore, the family environment does not have a significant moderating role, and other external factors such as personal experience, social environment, and access to the entrepreneurial ecosystem may play a greater role in strengthening the relationship.

### 5. CONCLUSIONS

Based on the discussion above, this study concludes that entrepreneurship education provides knowledge, skills and mindsets that help students to start a business and move from job seekers to job creators. This increases students' confidence and readiness to face the challenges of the business world. In addition, family plays an important role in shaping children's interest and intention to become entrepreneurs. Entrepreneurial parents become role models, provide inspiration, and emotional support that strengthen children's confidence in entrepreneurship. However, the family environment also does not act as a factor that strengthens or weakens the effect of entrepreneurship education on entrepreneurial intentions. This shows that students can be entrepreneurial independently and are not significantly influenced by family conditions.

There are restrictions. First, take a look at the sample size. The number of samples meets the minimum requirements but using a larger sample size will improve the public. As a result, future study should take into account a bigger sample size. Second, data was collected via an online survey, thus researchers did not have the ability to interact or observe personally. Suggestions for Maranatha Christian University need to provide a forum that can help novice students in developing their business and for the families of Maranatha Christian University students need to create a good environment and support every development and desire of children, so that they are not afraid to start a business and further researchers can also add other independent variables that affect regional spending to increase research variation.

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