

The Intervening Role of Self-Efficacy in the Impact of Family Environment and Entrepreneurship Education on Entrepreneurial Intentions

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ABSTRACT

This study aims to examine the influence of family environment and entrepreneurial learning on entrepreneurial interest with self-efficacy as an intervening variable. The method we use in this study is quantitative method. This study also used a survey method with questionnaires or questionnaires as data collection instruments. The research population is all students in the faculty of economics and business majoring in entrepreneurship which amounts to 427 students. While the sampling technique uses a proportional random sampling technique, which is calculated using from slovin with a sample result of 84 respondents or 22% of the population. The research method used in iji research is quantitative. This research can be a source of information or reference for teaching staff or lecturers in order to direct and guide students related to the development of environmental influences and entrepreneurial learning on entrepreneurial interest with self-efficacy as an intervening variable.

Keywords: *self-efficacy, family environment, entrepreneurship education, entrepreneurial intentions*

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1. INTRODUCTION

The family environment plays a significant role in shaping an individual's interest in entrepreneurship. Research has shown that someone's background and education within their family can significantly influence their interest in entrepreneurship (Mahardhika, et al., 2023). The family environment can either encourage or hinder an individual's interest in entrepreneurship. For example, a family that values entrepreneurship and encourages its members to pursue entrepreneurial endeavors is likely to foster an interest in entrepreneurship among its members. On the other hand, a family that does not encourage entrepreneurship can hinder an individual's interest in entrepreneurship. Therefore, it can be concluded that the family environment has a significant impact on an individual's interest in entrepreneurship.

Support and encouragement from the family can also influence an individual's interest in entrepreneurship. This support can take various forms, such as financial support, emotional support, and mentoring. For example, if a family provides financial support to someone who wants to start a business, it can help alleviate financial constraints and increase the likelihood of success. Similarly, emotional support can help individuals overcome fear of failure and remain motivated. Additionally, guidance from family members who have experience in entrepreneurship can provide valuable advice and guidance. Thus, support and encouragement from the family can have a positive impact on an individual's interest in entrepreneurship. Family culture and values also play a significant role in shaping an individual's interest in entrepreneurship. A family that values taking risks, innovation, and independence is likely to foster an interest in entrepreneurship among its members. Similarly, a family that encourages its members to take responsibility for their actions and decisions can help develop entrepreneurial thinking.

Formal education has been proven to have a positive impact on entrepreneurship, with research showing a correlation between higher levels of education and a greater inclination towards entrepreneurship. This suggests that exposure to concepts and practices related to entrepreneurship within formal education can contribute to the development of entrepreneurial interests. Specifically, vocational schools have been identified as a potential path for promoting entrepreneurship, with research showing that students from vocational schools are more likely to show an interest in entrepreneurship compared to non-vocational school students (Tahir, 2023). By equipping students with the knowledge and skills required to pursue entrepreneurial ventures, vocational schools can help develop entrepreneurial thinking and foster a greater interest in entrepreneurship.

Informal learning experiences, such as exposure to entrepreneurial role models and participation in entrepreneurship activities outside of formal education, can also contribute to the development of entrepreneurial interests (Puspitaningsih, 2016). These experiences can provide individuals with direct understanding of the challenges and benefits of entrepreneurship, as well as opportunities to develop important skills such as creativity, problem-solving, and risk-taking. In addition, informal learning experiences can help build self-efficacy, which has been identified as a key factor in predicting entrepreneurial interest (Maftuhah, 2015). By developing confidence in their ability to succeed as entrepreneurs, individuals may be more likely to pursue entrepreneurial ventures.

Programs and initiatives aimed at promoting entrepreneurship, such as training and development programs, can also have a significant impact on entrepreneurial interest (Noviasari, et al., 2018). These programs can equip individuals with knowledge, skills, and resources needed to start and run a business, as well as opportunities to build networks with other entrepreneurs and gain exposure to potential investors. By providing individuals with the tools and support needed to succeed as entrepreneurs, these programs can help foster a greater interest in entrepreneurship and increase the likelihood of business success. In addition, family environment has been identified as an important factor in predicting entrepreneurial interest, with research showing that exposure to entrepreneurial experiences in the family can contribute to the development of entrepreneurial interests (Agusmiati & Wahyudin, 2018). By providing a supportive environment that encourages entrepreneurship, families can help develop entrepreneurial thinking and foster a greater interest in entrepreneurship.

Self-efficacy is defined as an individual's belief in their ability to perform a task or achieve a goal. In the context of entrepreneurship, self-efficacy plays a significant role in determining an individual's interest in starting their own business. Research has shown that individuals with high levels of self-efficacy are more likely to pursue entrepreneurial ventures and are more resilient in the face of challenges and setbacks.

The study found that self-efficacy mediates the relationship between family environment and entrepreneurial interest (Anand & Meftahudin, 2020). Family environment includes various factors, such as parental support, family values, and exposure to entrepreneurship in the family. These factors can influence an individual's interest in entrepreneurship by shaping their beliefs about their ability to succeed as entrepreneurs. For example, if someone grows up in a family that values entrepreneurship and provides support and encouragement, they are more likely to develop self-efficacy and an interest in entrepreneurship.

Similarly, self-efficacy was also found to mediate the relationship between entrepreneurship learning and entrepreneurial interest (Maftuhah & Suratman, 2015). Entrepreneurship learning refers to the acquisition of knowledge and skills related to starting and running a business. This can include formal education, such as entrepreneurship courses, as well as informal learning through experience and observation. By developing self-efficacy through entrepreneurship learning, individuals will feel more confident in their ability to start and run a business, thereby increasing their interest in entrepreneurship. Overall, understanding the role of self-efficacy as an intervening variable in the relationship between family environment, entrepreneurship learning, and entrepreneurial interest can provide valuable insights for policymakers and educators in promoting entrepreneurship among individuals.

2. RESEARCH METHODS

2.1 Research Method and Design

This research uses a quantitative approach with several variables that will be tested for their effect on the data, which will be presented in numerical form (Arnata, 2015). Quantitative research is a research that tests objective theories by analyzing the relationships between variables (Creswell, 2013). This type of quantitative research always has a descriptive question about the dependent variable and the independent variable, as well as a question about how the relationship between the dependent and independent variables is. The hypothesis is tested using Path Analysis (Sarwono, 2006). The following is the research design.

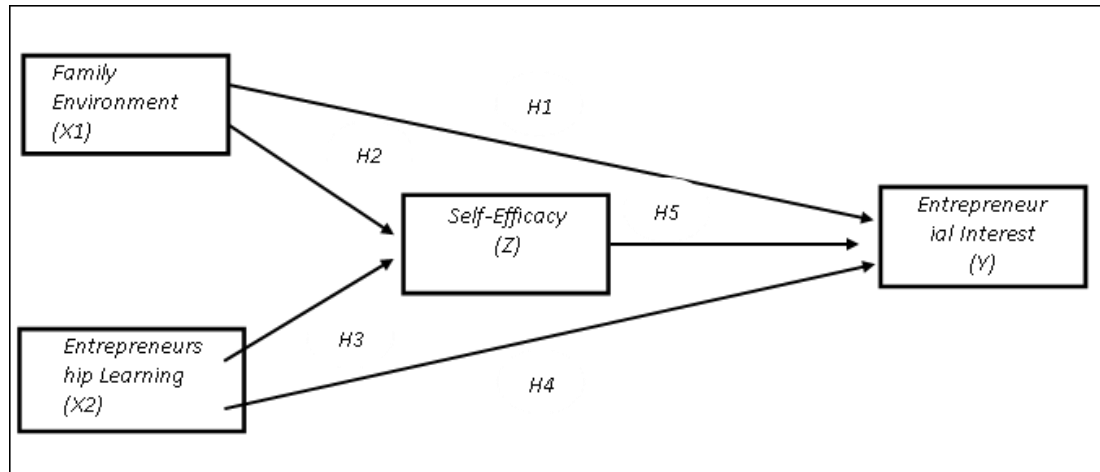


Figure 1. Research Design

Based on Figure 1 above, this research is a descriptive explanatory research, which means it describes and analyzes the research variables, namely family environment (X1), entrepreneurship learning (X2), entrepreneurial interest (Y), and self-efficacy (Z). The explanatory part means that it seeks to find the causal effect between the research variables through hypotheses. The causal effect is a direct influence between family environment (X1), entrepreneurship learning (X2), and self-efficacy (Z). Additionally, there is an indirect effect of family environment (X1), entrepreneurship learning (X2) on entrepreneurial interest (Y) through self-efficacy (Z) of entrepreneurship students at Universitas Negeri Makassar.

This research design is also based on the Theory of COR and the Theory of JD-R, as well as relevant previous studies. Therefore, the researcher can make hypotheses about direct and indirect effects in this study. More specifically, it can be seen through the following table of summary hypotheses:

Table 1. Summary of Hypotheses

Hypothesis	Description
H1	Family environment has a positive and direct effect on self-efficacy
H2	Family environment has a positive and direct effect on entrepreneurial interest
H3	Entrepreneurship learning has a positive and direct effect on entrepreneurial interest
H4	Entrepreneurship learning has a positive and direct effect on self-efficacy
H5	Self-efficacy has a direct effect on entrepreneurial interest
H6	Family environment has a positive and indirect effect on self-efficacy through entrepreneurial interest
H7	Entrepreneurship learning has a positive and indirect effect on entrepreneurial interest through self-efficacy

Sources: Data Primary, 2024.

Based on Table 1 above, this research has 7 hypotheses. The hypotheses will test the direct influence of family environment (X1) on entrepreneurial interest (Y), the direct influence of family environment (X1) on self-efficacy (Z), the influence of entrepreneurship learning (X2) on self-efficacy (Z), the influence of social media on entrepreneurial interest (Y), the indirect influence of family environment (X1) on entrepreneurial interest (Y) through self-efficacy (Z), and the indirect influence of entrepreneurship learning (X2) on entrepreneurial interest (Y) through self-efficacy (Z).

2.2 Population and Sample

The population in this study is the entire population of students from the Entrepreneurship Program at the Faculty of Economics and Business, Universitas Negeri Makassar, consisting of 427 students from various years, with a total of 35 students from the 2019 batch, 70 students from the 2020 batch, 76 students from the 2021 batch, 100 students from the 2022 batch, and 146 students from the 2023 batch. The sampling technique used is Proportional Random Sampling, which is calculated using Slovin's formula. The result is a sample size of 84 respondents or approximately 22% of the population. The calculation is as follows:

$$n = \frac{N}{1 + Ne^2} \qquad n = \frac{427}{1 + 427(0,1)^2} \qquad n = 81,024$$

Describe:

n : Sample size
N : Population size
e : Error level of 10% or 0.1

From this formula, it can be determined that the minimum sample size that can be used is n = 81 respondents. However, the researcher received a total of 84 respondents.

2.3 Data Collection Techniques

Data collection was done by determining the research subjects, namely all students from the Entrepreneurship Program at the Faculty of Economics and Business, Universitas Negeri Makassar, using a questionnaire. The questionnaire used is a closed-ended questionnaire using digital media, also known as Google Forms. The scale used is Likert scale. The scoring system uses a Likert scale with 5 alternative answers: Very Unlikely: 1, Unlikely: 2, Fairly Likely: 3, Likely: 4, and Very Likely: 5. Subsequently, the data was analyzed using Statistical Package for The Social Science or Statistical Product And Service Solutions (SPSS) version 27. The data analysis used in this study includes descriptive statistical analysis, classic assumption testing, and path analysis.

3. RESULTS AND DISCUSSION

3.1 Research Results

a. Hypothesis Testing

Hypothesis testing is used to test the effect of exogenous variables on endogenous variables, both directly and indirectly. The hypothesis is accepted or rejected based on the criterion that if the p-value < 0.05, then H0 is accepted, or it is stated that the regression coefficient obtained is significant. The results of the direct and indirect effect tests can be seen in the following table:

Tabel 1. The results of the direct and indirect effect tests

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.727 ^a	.529	.511	2.28166

a. Predictors: (Constant), Self-efficacy , Entrepreneurship education , Family environment

Source: Processed data, 2024.

Table 2. Regression Result

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	6.037	1.848		3.267	.002
	Family environment	.307	.104	.320	2.947	.004
	Entrepreneurship education	-.083	.134	-.061	-.620	.537
	Self-efficacy	.587	.135	.505	4.350	.000

a. Dependent Variable: Entrepreneurial interest

Source: Processed data, 2024.

As for the error term (e₂), the formula is used:

$$e_1 = 1 - R^2 = \sqrt{1 - 0,529} = 0,686$$

$$Y = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Y = 0,320X_1 + 0,061X_2 + 0,505 Z + 0,686$$

The coefficient of determination of 0.686 shows that the direct influence of entrepreneurship education, social media use, and entrepreneurial motivation on entrepreneurial interest variable Y is 68.6%, while 31.4% is influenced by variables outside the model or study.

Table 3. The influenced by variables outside the model

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.750 ^a	.563	.552	1.87750

a. Predictors: (Constant), Family environment, Entrepreneurship education

Coefficients^a

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	.801	1.518		.527	.599
	Entrepreneurship education	.388	.102	.328	3.812	.000
	Family environment	.432	.071	.525	6.096	.000

a. Dependent Variable: Self-efficacy

Source: Processed data, 2024.

As for the error term (e_2), the formula is used:

$$1 - R^2 = \sqrt{1 - 0,563} = 0,0661$$

$$Z = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Z = 0,525 X_1 + 0,328 X_2 + 0,0661$$

The coefficient of determination of 0.0661 shows that the direct influence of entrepreneurship education and social media use on entrepreneurial motivation variable Z is 6.61%, while 33.9% is influenced by variables outside the model or study.

Entrepreneurship education has a positive and significant effect on entrepreneurial interest through entrepreneurial motivation.

$$\begin{aligned} \text{Indirect Effect} &= X_1 \rightarrow Z \rightarrow Y \\ &= \beta_3 \times \beta_5 \\ &= 0,525 \times 0,505 \\ &= 0,265 \end{aligned}$$

The use of social media has a positive and significant effect on entrepreneurial interest through motivation for entrepreneurship.

$$\begin{aligned} \text{Indirect Effect} &= X_2 \rightarrow Z \rightarrow Y \\ &= \beta_4 \times \beta_5 \\ &= 0,328 \times 0,505 \\ &= 0,165 \end{aligned}$$

H1 : Family environment has no significant effect on self-efficacy (p-value = 0.022 > 0.05, Beta = 0.320). This hypothesis is rejected.

H2 : Family environment has a significant effect on entrepreneurial interest (p-value = 0.000 < 0.05, Beta = 0.525). This hypothesis is accepted.

H3 : Entrepreneurship education has no significant effect on entrepreneurial interest (p-value = 0.537 > 0.05, Beta = 0.061s). This hypothesis is rejected.

H4 : Entrepreneurship education has a significant effect on self-efficacy (p-value = 0.000 < 0.05, Beta = 0.328). This hypothesis is accepted.

H5 : Self-efficacy has a significant effect on entrepreneurial interest (p-value = 0.000 < 0.05, Beta = 0.135). This hypothesis is accepted.

H6 : Family environment has a significant indirect effect on self-efficacy through entrepreneurial interest (Beta = 0.386). This hypothesis is accepted.
 $= 0,525 \times 0,505 = 0,265$
 $= 0,022 + 0,265 = 0,287$

H7 : Entrepreneurship education has a significant indirect effect on entrepreneurial interest through self-efficacy (Beta = 0.15). This hypothesis is accepted.
 $= 0,328 \times 0,505 = 0,165$

$$=0,000+ 0,165= 0,165$$

b. Path Analysis

The following is the result of the interpretation of the path analysis that can be seen in Table 4 below:

Tabel 4 : Analysis of Path Result

Inter-Variable Influence	Pengaruh		Total
	Direct	Indirect	
Influence X1 → Y	0,320	-	0,320
Influence X1 → Z	0,525	-	0,525
Influence X2 → Y	0,061	-	0,061
Influence X2 → Z	0,328	-	0,328
Influence dari Z → Y	0,505	-	0,505
Influence dari X1 →Y →Z	0,320	0,287	0,607
Influence dari X2 →Y →Z	0,328	0,165	0,493

Source: Processed data, 2024.

Based on the research model structure, an empirical equation can be formulated as follows.

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_5 Z + e_1$$

$$Y = 0,320X_1 + 0,525X_2 + 0,505 + 0,686$$

$$Z = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Z = 0,525X_1 + 0,328 X_2 + 0,538$$

The following is the result of the path analysis (path analysis) in the form of a diagram.

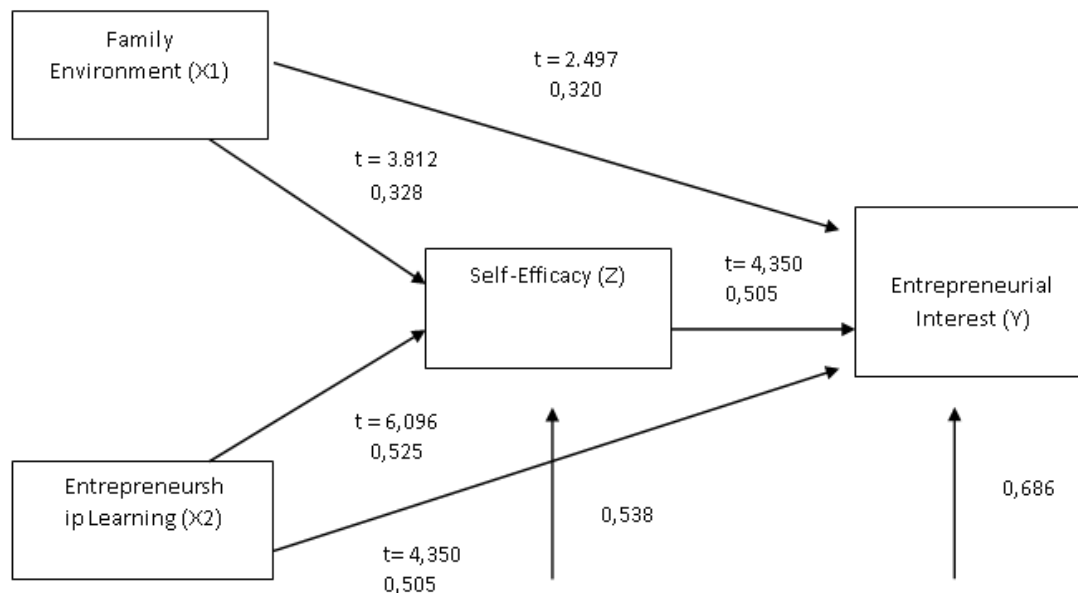


Figure 2: Model of path analysis results

Figure 2 above explains the standardized beta coefficients and the direct and indirect effects of each variable.

Coefficient of Determination: $R^2 = 1 - P e 1^2 * P e 2^2$ P ex2.

Interpretation (R^2) of Determination as follows:

$$R^2 = 1 - (0,686^2) (0,538^2) = 1 - 0,135 = 0,865$$

$$0,470 \times 0,289 = 0,865.$$

Based on the coefficient of determination above, it shows that the direct and indirect effects are 0.865 or 86.5%, meaning that the information contained in the data (86.5%) is explained by the model. Meanwhile, 13.5% is explained by variables outside the model.

3.2 Discussion

a. **The Influence of Family Environment on Entrepreneurship Interest among FEB UNM Entrepreneurship Students**

The family environment plays a significant role in shaping an individual's entrepreneurial interest. The study found that parents' encouragement and inspiration can foster entrepreneurial interest in their children. This is because parents can provide role models and share stories of successful entrepreneurs, inspiring their children to pursue entrepreneurship.

The study also supports the findings of previous research by Ika and Subowo (2019), which concluded that a better family environment can increase entrepreneurial interest among students.

b. **The Influence of Family Environment on Self-Efficacy among FEB UNM Entrepreneurship Students**

In addition to having a significant influence on entrepreneurial interest, the family environment also plays a crucial role in fostering self-efficacy among FEB UNM students. Each parent has their own unique way of educating their children, including how to build their confidence and self-efficacy. For example, parents can encourage their children to develop self-efficacy by reassuring them of their abilities. A good family environment can increase students' self-efficacy, especially those whose parents have a background in business or entrepreneurship. This is because children can learn from their parents' experiences and values.

This research is supported by the findings of previous research by Al Ayyubi (2019), which states that the family environment is the first to have a profound influence on children. Children acquire various basic skills, both intellectual and social, from their family members (parents, siblings, and others). Every parent's attitude, perspective, and opinion will be used as a model by children in their behavior. In this sense, the family environment is a crucial factor in shaping a child's personality. This is because children first learn about values and norms within the family.

c. **The Influence of Entrepreneurship Education on Entrepreneurial Interest among FEB UNM Entrepreneurship Students**

Entrepreneurship education is a compulsory course at Universitas Negeri Makassar, as part of the university's vision to become a center for education, research, and development in education and entrepreneurship. It is clear that entrepreneurship is a vision that must be achieved by the university's elements. Therefore, it can be concluded that the influence of entrepreneurship education on entrepreneurship interest among FEB UNM students is significant.

Entrepreneurship education is a significant contributor to fostering entrepreneurship interest (Mugiyatun & Muhammad, 2020). With good entrepreneurship education, it will foster good entrepreneurship interest, whereas if the entrepreneurship education is poor, the resulting interest will also be poor.

d. **The Influence of Entrepreneurship Education on Self-Efficacy among FEB UNM Entrepreneurship Students**

Self-efficacy is related to an individual's confidence that they can perform an action in accordance with their goals. Therefore, values of self-efficacy need to be instilled during entrepreneurship education because it can increase students' confidence in their abilities to support their success. In addition to knowledge, students also acquire skills and experiences. The entrepreneurship education applied at the FEB UNM Entrepreneurship Program not only transfers knowledge, but also assigns tasks in the form of entrepreneurship practices, which increases students' confidence because they can directly apply their acquired knowledge in entrepreneurship. This statement is supported by

research findings by Mozahem & Adlouni (2020), which shows that students who have undergone entrepreneurship education can increase their self-efficacy.

e. The Influence of Self-Efficacy on Entrepreneurship Interest among FEB UNM Entrepreneurship Students

Self-efficacy is one of the individual's self-regulation abilities, which enables an individual to convince themselves to do something, achieve a goal, and plan something to achieve a goal or target. Self-efficacy can drive an individual's performance or student performance in various fields, including entrepreneurship interest. Therefore, in starting a business, self-confidence (self-efficacy) is required regarding one's abilities to ensure that the business is successful. This is proven by research conducted by Devi et al. (2018). The research findings show that Self-Efficacy has a positive and significant influence on Entrepreneurship Interest. This is proven by the significance value of t (0.001) which has met the criteria for $\text{sig} < 0.05$. The coefficient of influence given is positive (0.188), which means that the influence of Self-Efficacy is 0.188 (18.8%) on Entrepreneurship Interest. Therefore, it can be concluded that the influence of Self-Efficacy on entrepreneurship interest among students is very significant, meaning that the higher the students' self-efficacy, the higher their entrepreneurship interest will be.

f. The Influence of Family Environment on Entrepreneurship Interest through Self-Efficacy among FEB UNM Students

Developing entrepreneurship interest among young Indonesian generations, including students, is one of the solutions to address the increasing problem of intellectual unemployment due to the lack of awareness among young generations to create their own jobs.

This study also supports previous research conducted by Zayyan and Nurkhin (2017) which states that there is a positive and significant influence of family environment on entrepreneurship interest through self-efficacy, with a value of 65%. Self-efficacy can emerge if students have a high-quality family environment, where students who receive support from their parents and family environment will be more prepared to become entrepreneurs. Therefore, it can be concluded that the family environment has a significant influence on entrepreneurship interest through self-efficacy among students themselves.

g. The Influence of Entrepreneurship Education on Entrepreneurship Interest through Self-Efficacy among FEB UNM Students

Entrepreneurship education is considered important and influential in shaping entrepreneurship interest among students. Having good knowledge about entrepreneurship, including all aspects related to entrepreneurship, will certainly increase or shape students' interest in becoming entrepreneurs without having to consider self-confidence or self-efficacy. Entrepreneurship requires the courage to take risks with careful consideration, so it can overcome obstacles to achieve the expected success.

This study aligns with Subowo (2019) who states that what influences interest is among personal or individual factors consisting of general attitudes, personality, emotional values, and intelligence. Education obtained has a significant influence on students' interest in doing business. However, this knowledge is also influenced by students' confidence in their ability to become entrepreneurs. Even if someone has high education, they may not have confidence in their ability to become entrepreneurs, which will prevent them from starting a business due to their doubts. Someone with entrepreneurship knowledge and driven by self-efficacy will be able to prepare themselves for entrepreneurship.

4. CONCLUSIONS AND SUGGESTION

Based on the analysis of the data and the discussion presented earlier, several conclusions can be drawn as follows:

- 1) There is a significant influence of self-efficacy on entrepreneurship interest among FEB UNM students. If students have high self-efficacy, they will increase their interest in entrepreneurship. With high self-efficacy, students will believe in their abilities and confidence in their capabilities to run a business.
- 2) There is a significant influence of family environment on entrepreneurship interest among FEB UNM students. If students come from a family environment that supports and encourages them to become entrepreneurs, their interest in entrepreneurship will increase.
- 3) There is a significant influence of entrepreneurship education on entrepreneurship interest among FEB UNM students. The more students desire to experience entrepreneurship education, the greater their interest in entrepreneurship will be. This is because entrepreneurship allows individuals to break free from rules and regulations, not be under the supervision of a boss, and be more flexible in managing their own time and work.
- 4) There is a significant influence of self-efficacy, family environment, and entrepreneurship education on entrepreneurship interest among FEB UNM students. If students have high self-efficacy, a good family environment, and a strong desire for entrepreneurship education, these factors will also influence the increase in their entrepreneurship interest.

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