

Entrepreneurship Education and Family Support as Predictors of Entrepreneurial Intention: The Mediating Role of Entrepreneurial Experience among University Students

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ABSTRACT

This study aims to analyze the influence of entrepreneurship education and family support on students' entrepreneurial intention, with entrepreneurial experience as a mediating variable. A quantitative approach was employed using Path Analysis. Data were collected from 108 university students through an online questionnaire distributed via Google Forms, utilizing a Likert scale to measure four main variables: entrepreneurship education, family support, entrepreneurial experience, and entrepreneurial intention. Respondents were selected using a probability sampling technique. The results indicate that entrepreneurship education does not have a direct significant effect on entrepreneurial intention but has a positive influence on entrepreneurial experience. Family support shows a positive effect on both entrepreneurial experience and entrepreneurial intention. Furthermore, entrepreneurial experience positively affects entrepreneurial intention and serves as a mediator in the relationship between entrepreneurship education and family support on entrepreneurial intention. These findings highlight the crucial role of entrepreneurial experience as a bridge between entrepreneurial learning and family support in shaping students' motivation to pursue entrepreneurship.

Keywords: entrepreneurship education, family support, entrepreneurial experience, entrepreneurial intention

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1. INTRODUCTION

The population of Indonesia in 2015 according to data from BPS Indonesia is estimated to increase to 250 million people with a population growth of 1.49 percent per year, while the unemployment rate until August 2015 is still 7,388,737 people while the poverty rate until March 2023 is still 28.07 million people. Unemployment and poverty are still problems in Indonesia. Unemployment and poverty occur because the comparison between the number of job opportunities offered is not comparable to the number of graduates or new workforce offers at all levels of education. However, the number of unemployed and poor can actually be reduced by having the courage to open new businesses or become entrepreneurs. So that becoming an entrepreneur is one way to develop the Indonesian economy to be better and more advanced. Economic development will be more successful if supported by entrepreneurs who can open up jobs because the government's ability is very limited.

The government will not be able to work on all aspects of development because it requires a lot of budget, personnel, and supervision. This is in line with Sunter's statement as shown by Manuere (2019) in his research, namely Entrepreneurship is an important element in the dynamics of the national economy and is seen as a driving force for economic growth and job creation. Therefore, entrepreneurship is a potential for development, both in terms of quantity and quality of entrepreneurship itself. work is not comparable to the

number of graduates or the supply of new workers at all levels of education. However, the number of unemployed and poverty can actually be reduced by having the courage to open new businesses or become entrepreneurs. So that entrepreneurship is one way to develop the Indonesian economy to be better and more advanced. Economic development will be more successful if supported by entrepreneurs who can open up jobs because the government's capabilities are very limited. The government will not be able to work on all aspects of development because it requires a lot of budget, personnel, and supervision. This is in line with Sunter's statement shown by Manuere (2019) in his research, namely that Entrepreneurship is an important element in the dynamics of the national economy and is seen as a driving force for economic growth and job creation. Therefore, entrepreneurship is a potential for development, both in terms of quantity and quality of entrepreneurship itself.

Entrepreneurial knowledge has a positive and significant effect on entrepreneurial interest, students' entrepreneurial knowledge should be followed up with entrepreneurial practice activities. So that students not only have knowledge but also have skills that support their knowledge. So that students' interest in entrepreneurship will be even stronger. This is in accordance with Abdullah's research (2015) which states that knowledge is an important factor in fostering entrepreneurial interest in adolescents and knowledge can work well if it also balances entrepreneurial skills as preparation for establishing their own business.

Support is a form of social interaction in which there is a relationship of mutual giving and receiving assistance so that it can provide attention. A child to develop his strength; give courage to 'fail' and learn from failure. While the family is the smallest social unit consisting of husband, wife, and if there are children and preceded by marriage. In the family there will be social interaction where a child first learns to pay attention to the desires of others, learns to work together, helps each other, here the child learns to play a role as a social being who has certain norms and skills in his interactions with others. Family social support according to Friedman expressed by Agustini (2015) argues that people who are supportive are always ready to provide help and assistance if needed. Both the nuclear family and the extended family function as a support system for its members, both in the form of emotional, instrumental, informative and appreciation.

According to Kuntjoro in Handayani (2020), social support is the provision of information both verbally and non-verbally, the provision of behavioral or material assistance obtained from close social relationships or simply concluded from their presence that makes individuals feel cared for, valuable or beneficial to the welfare of the individual who receives it. Meanwhile, according to Izhar (2015), family social support is one of the most important social supports and encourages someone to take risks in making decisions. A family has a significant function, this is as expressed by Izhar (2015) that the family has a role in appearing the escalation of entrepreneurial quality in taking risks. Costa (2019) stated that based on Filion's point of view, family social support is very relevant at the beginning of the development of an entrepreneurial vision in creating a new business. In addition, the results of Costa's research (2019) stated that the support provided by family and friends and the mastery of skills are factors that consistently determine students' entrepreneurial interests. The results of another study, namely Hermina (2018) stated that family and community social support for the interest in becoming an entrepreneur showed the most results stating that family social support plays a very important role in becoming an entrepreneur.

2. RESEARCH METHODS

2.1 Research Model and Hypotheses

This study uses a quantitative approach with several variables that will be tested for their influence with data results in the form of numbers. Quantitative research is research that tests objective theories by analyzing the relationship between variables (Creswell, 2018). This type of quantitative research always has descriptive questions about dependent and independent variables and questions about the relationship between dependent and independent variables (Creswell, 2018). The hypothesis is tested using Path Analysis. The following is the research design.

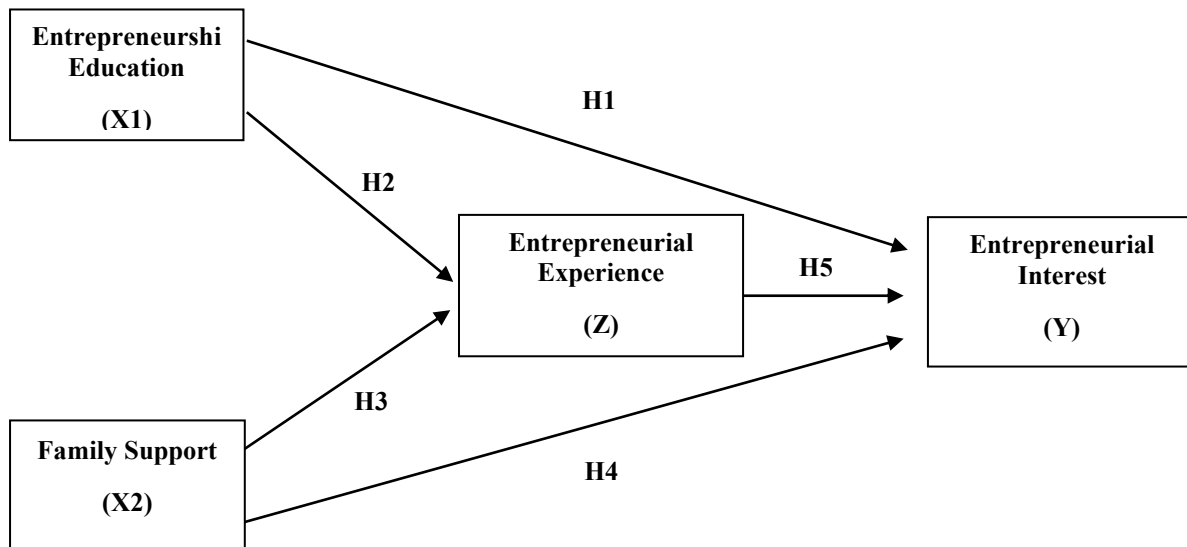


Figure 1. Research Design

This research is a descriptive explanatory research which means describing the influence between the variables studied. Descriptive means explaining and analyzing the research variables, namely the variables of entrepreneurship education (X1), family support (X2), entrepreneurial experience (Z) and entrepreneurial interest (Y). While explanation means finding the causal influence between research variables through hypotheses. The causal influence is the direct influence between entrepreneurship education (X1), family support (X2) on entrepreneurial experience (Z), as well as the indirect influence of entrepreneurship education (X1), family support (X2) on entrepreneurial interest (Y) through entrepreneurial experience (Z) of students.

This research design is also based on COR theory and JD-R theory as well as relevant previous research. So that researchers can make hypotheses of direct and indirect influences in this study. More details can be seen through the following hypothesis summary table.

Table 1. Summary of Hypotheses

Hypothesis	Information
H1	Entrepreneurship education has a positive and direct influence on interest in entrepreneurship
H2	Entrepreneurship education has a positive and direct influence on entrepreneurial experience
H3	Family support has a positive and direct influence on entrepreneurial experience
H4	Family support has a positive and direct influence on interest in entrepreneurship
H5	Entrepreneurial experience has a positive and direct influence on entrepreneurial interest
H6	Entrepreneurship education has a positive and indirect influence on entrepreneurial interest through entrepreneurial experience
H7	Entrepreneurship education has a positive and indirect influence on entrepreneurial interest through entrepreneurial experience

Based on table 1 above, this study has 7 hypotheses. The hypotheses will test the direct effect of entrepreneurship education (X1) on entrepreneurial interest (Y), the direct effect of entrepreneurship education (X1) on entrepreneurial experience (Z), the direct effect of family support (X2) on entrepreneurial experience (Z), the direct effect of family support (X2) on entrepreneurial interest (Y), the direct effect of entrepreneurial experience (Z) on entrepreneurial interest (Y), the indirect effect of entrepreneurship education (X1) on entrepreneurial interest (Y) through entrepreneurial experience (Z), and the indirect effect of family support (X2) on entrepreneurial interest (Y) through entrepreneurial experience (Z).

2.2 Population and Sample

The population in this study were students. While the sampling technique used the Probability Sampling technique, which was calculated using Slovin with a sample result of 108 respondents consisting of students.

The data collection process in this study was carried out using a questionnaire distributed online. The questionnaire was created and distributed through the Google Form platform to all students. The instruments used in the questionnaire were closed questions with a Likert scale. The Likert scale used has 5 alternative answers, namely 5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 Disagree, and 1 = Strongly Disagree. This scale is used to measure the research variables, namely Entrepreneurship Education, Family Support, Entrepreneurial Experience, and Entrepreneurial Interest. Furthermore, the data obtained from the questionnaire will be processed and analyzed using the SPSS version 27 program to obtain the variable results needed in this study.

3. RESULTS AND DISCUSSION

3.1 Testing Hypotheses

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

Table 2. Results of Testing Indirect Hypotheses

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.803 ^a	.645	.635	.93613	

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	2.097	.801		2.618	.010
1 Entrepreneurship Education	-.104	.069	.150	-1.495	.138
Family Support	.147	.057	.234	2.561	.012
Entrepreneurial Experience	.395	.045	.747	8.808	.000

The error term (e1) is used in the formula.

$$e1 = 1 - R^2 = \sqrt{1 - 0,645} = 0,595$$

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 Z + e_1$$

$$Y = -0,150 X_1 + 0,234 X_2 + 0,747 Z + 0,595$$

The determination coefficient of 0.595 shows the direct influence of entrepreneurship education, family support and entrepreneurial experience on the Y variable of entrepreneurial interest of 59.5%, while 40.5% is influenced by other variables outside this model or research.

Table 3. Results of Testing Direct Hypotheses

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.725 ^a	.526	.517	2.03747

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	9.026	1.505		5.999	.000
1 Entrepreneurship Education	.704	.134	.540	5.249	.000
Family Support	.266	.122	.225	2.186	.031

The error term (e_2) is used in the formula.

$$e_2 = 1 - R^2 = \sqrt{1 - 0,526} = 0,688$$

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

$$Z = 0,540 X_1 + 0,225 X_2 + 0,688$$

The determination coefficient of 0.688 shows the direct influence of entrepreneurship education and family support on the entrepreneurial experience variable of 68.8%, while 31.2% is influenced by other variables outside this model or research.

Entrepreneurship education has a positive and significant influence on entrepreneurial interest through entrepreneurial experience.

$$\begin{aligned} \text{Indirect Effect} &= X_1 \rightarrow Z \rightarrow Y \\ &= \beta_3 \times \beta_5 \\ &= 0,540 \times 0,747 \\ &= 0,403 \end{aligned}$$

Family support has a positive and significant influence on entrepreneurial interest through entrepreneurial experience.

$$\begin{aligned} \text{The indirect effect is} &= X_2 \rightarrow Z \rightarrow Y \\ &= \beta_4 \times \beta_5 \\ &= 0,225 \times 0,747 \\ &= 0,168 \end{aligned}$$

H1: The influence of entrepreneurship education on entrepreneurial interest has a significance value of $0.138 > 0.05$ and a Beta value of -0.150. Based on these results, it can be concluded that H1 is rejected.

H2: The influence of entrepreneurship education on entrepreneurial experience has a significance value of $0.000 < 0.05$ and a Beta value of 0.540. Based on these results, it can be concluded that H2 is accepted.

H3: The influence of family support on entrepreneurial experience has a significance value of $0.031 < 0.05$ and a Beta value of 0.225. Based on these results, it can be concluded that H3 is accepted.

H4: The influence of family support on entrepreneurial interest has a significance value of $0.012 < 0.05$ and a Beta value of 0.234. Based on these results, it can be concluded that H4 is accepted.

H5: The influence of entrepreneurial experience on entrepreneurial interest has a significance value of $0.000 < 0.05$ and a Beta value of 0.747. Based on these results, it can be concluded that H5 is accepted.

H6: The influence of entrepreneurial education on entrepreneurial interest through entrepreneurial experience has a Beta value of 0.253. Based on these results, it can be concluded that H6 is accepted.

H7: The influence of family support on entrepreneurial interest through entrepreneurial experience has a Beta value of 0.402. Based on these results, it can be concluded that H7 is accepted.

3.2 Path Analysis

The following is the interpretation of the path analysis results, which can be seen in Table 4 below.

Table 4. Path Analysis Results

Influence Between Variables	Influence		Total
	Direct	Indirect	
Influence of X1 → Y	-0,150	-	-0,150
Influence of X1 → Z	0,540	-	0,540
Influence of X2 → Z	0,225	-	0,225
Influence of X2 → Y	0,234	-	0,234
Influence of Z → Y	0,747	-	0,747
Influence of X1 → Z → Y	-0,150	0,403	0,253
Influence of X2 → Z → Y	0,234	0,168	0,402

Based on the structure of this research model, the empirical equation can be made as follows:

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 Z + e_1$$

$$Y = -0,150 X_1 + 0,234 X_2 + 0,747 Z + 0,595$$

$$Z = \beta_4 X_1 + \beta_5 X_2 + e_2$$

$$Z = 0,540 X_1 + 0,225 X_2 + 0,688$$

Here is the result of the path analysis in diagram form:

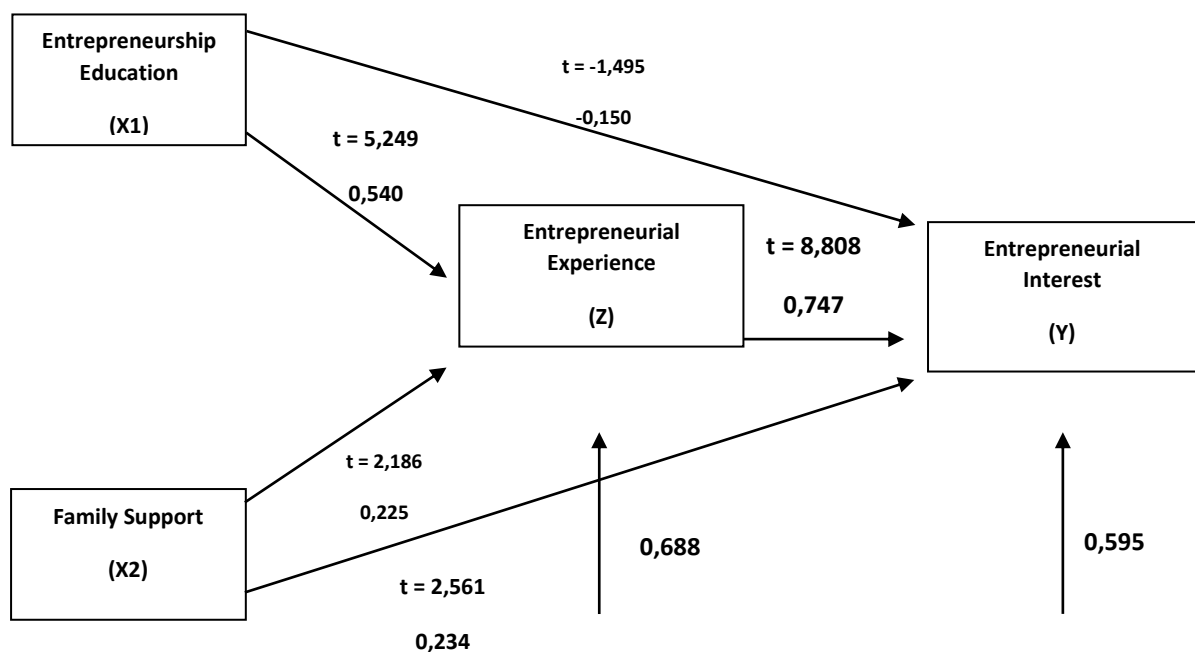


Figure 2. Path Analysis Model

Figure 2 above explains the beta standardization and the magnitude of the indirect and direct influence of each variable.

Coefficient of determination: $R^2 = 1 - P e^1 \cdot P e^2 \cdot \dots \cdot P e^n$.

Interpretation (R^2) determination as follows:

$$R^2 = 1 - (0,595^2) - (0,688^2) = 1 - 0,168 = 0,832$$

Based on the coefficient of determination above, it shows a direct and indirect influence of 0.832 or 83.2% in other words the information contained in the data (83.2%) is explained by the model. While (16.8%) is explained by variables outside the model or this study.

3.3 Discussion

The Influence of Entrepreneurship Education on Entrepreneurial Interest in Students

The results of this study indicate that entrepreneurship education does not have a significant effect on entrepreneurial interest in students. The data shows a significance value of 0.138, greater than 0.05, and a Beta value of -0.150. Although there is a negative effect, it is not significant so H1 is rejected. This result is different from several previous studies that showed a positive effect of entrepreneurship education on entrepreneurial interest.

Rembulan & Fensi (2018) in their research stated that entrepreneurship education can be a place of training and incubation for students who are interested in entrepreneurship. Through entrepreneurship courses, students are introduced to the basics of entrepreneurship, entrepreneurial concept designs, and strategies for overcoming obstacles in running a business.

Tyra & Sarjono (2020) also showed that entrepreneurship education has an effect on entrepreneurial interest. Entrepreneurship education that includes know-what, know-why, know-who, and know-how is needed to equip students with business knowledge and skills.

These differences in results can be caused by several factors. First, students' perceptions of entrepreneurship education. Second, learning materials and methods that are less relevant to students' needs. Third, the lack of support and facilities from universities in developing students' entrepreneurial interests.

The Influence of Entrepreneurship Education on Entrepreneurial Experience in Students

The results of the study indicate that entrepreneurship education has a positive and significant effect on entrepreneurial experience in students. The data shows a significance value of 0.000, less than 0.05, and a Beta value of 0.540. These results are in line with several previous studies which state that entrepreneurship education can improve entrepreneurial experience, both directly and indirectly.

Sholihah et al. (2023) in their research stated that entrepreneurship education can be accessed formally and informally. Formal entrepreneurship education can be found in entrepreneurship courses at universities. Through entrepreneurship education, students are not only equipped with entrepreneurial knowledge, but also the soft skills and hard skills needed in entrepreneurship. This encourages students to try to apply the knowledge they have gained by directly becoming entrepreneurs.

Another study by Pham et al. (2023) also showed that entrepreneurship education and previous experience are the foundation for improving students' perceptions of the ability and usefulness of entrepreneurship. This study proves that entrepreneurship education provided by universities can increase students' motivation to become entrepreneurs. This motivation encourages students to take real action by starting a business and seeking entrepreneurial experience.

Entrepreneurship education in universities plays an important role in fostering students' interest and intention to become entrepreneurs. The support in the form of soft skills and hard skills that are relevant to the needs of the business world makes students more confident in starting and running a business. This self-confidence encourages students to become entrepreneurs and gain entrepreneurial experience.

The Influence of Family Support on Entrepreneurial Experience in Students

The results of the study indicate that family support has a positive and significant effect on entrepreneurial experience in students. The data shows a significance value of 0.031, less than 0.05, and a Beta value of 0.225. These results support the hypothesis that family support has an important role in encouraging students to gain entrepreneurial experience.

Oluwafunmilayo et al. (2018) in their research stated that family experience is a strategic force of social influence on the values, attitudes, and behavior of individuals throughout their lives and also functions as a strong financial source, human capital development, and role model in individual career choices. Diana et al. (2022: 72) state that Capital Access is one of the important factors that can influence the creativity of marketing strategies. If MSMEs have ease in accessing capital, it will certainly lead to an increase in the creativity of marketing strategies. Easy and sufficient Capital Access can provide students with the freedom to develop creative and innovative ideas.

Another study by Ahmed (2022) showed that family support is an important factor in shaping students' intentions and perceptions of their suitability for the world of entrepreneurship.

Family support can be in the form of financial, emotional, or social network support. Financial support can help students obtain business capital, emotional support can increase students' self-confidence and motivation, while social network support can help students develop their businesses. Positive family support can have a significant impact on students' entrepreneurial experiences. A supportive family will provide the motivation, guidance, and resources needed by students to start and run a business. This is in line with the results of this study which show that family support has a positive and significant effect on students' entrepreneurial experiences.

The Influence of Family Support on Entrepreneurial Interest in Students

The results of the study showed that family support has a positive and significant effect on students' interest in entrepreneurship. The data shows a significance value of 0.012, less than 0.05, and a Beta value of 0.234. These results are in line with several previous studies which state that family support is an important factor in fostering interest in entrepreneurship.

Putri & Subiyantoro (2024) in their research stated that support in the family will provide a sense of comfort and a feeling that family members care about each other. Family support includes emotional support, appreciation, instrumental or financial support, and useful information.

Another study by Putri & Ahyanuardi (2021) also showed that family social support and creativity have a positive and significant effect on students' interest in entrepreneurship. Family support can be in the form of motivational support, appreciation, financial assistance, and information. This support can increase students' self-confidence and belief in starting a business.

Positive family support can create a conducive environment for students to develop an interest in entrepreneurship. Appreciation, motivation, and financial support from family can help students overcome the fear of failure and increase self-confidence in starting a business.

The Influence of Entrepreneurial Experience on Entrepreneurial Interest in Students

The results of this study indicate that entrepreneurial experience has a positive and significant effect on students' interest in entrepreneurship. The data shows a significance value of 0.000, which is smaller than 0.05, and a Beta value of 0.747. These results are in line with research conducted by Suryawan et al. (2023) which shows that there is a positive and significant effect of entrepreneurial experience on entrepreneurial interest.

Entrepreneurial experience provides an opportunity for students to learn directly about the process of running a business, from identifying opportunities, planning, implementation, to evaluation. Through this experience, students can hone their problem-solving, leadership, negotiation, and decision-making skills. The more entrepreneurial experience gained, both successful and failed, the more it will increase students' self-confidence and maturity in seeing opportunities and managing a business.

Fanani et al. (2023) explained that entrepreneurship really needs experience because with entrepreneurial experience all aspects of the business run effectively, such as being able to provide direction, strategy and solutions when running a business. This shows that entrepreneurial experience has an important role in shaping entrepreneurial interest in students.

The Influence of Entrepreneurship Education on Entrepreneurial Interest Through Entrepreneurial Experience in Students

The results of this study indicate that entrepreneurship education has a positive and significant effect on entrepreneurial interest through entrepreneurial experience. This is indicated by a Beta value of 0.253. Comprehensive entrepreneurship education can equip students with the knowledge, skills, and attitudes needed in entrepreneurship. Sholihah et al. (2023) in their research stated that formal entrepreneurship education can be found in entrepreneurship courses in universities.

Through entrepreneurship education, students are not only equipped with entrepreneurial knowledge, but also the soft skills and hard skills needed in entrepreneurship. The knowledge and skills gained from entrepreneurship education will encourage students to start and run a business, thereby increasing their entrepreneurial experience.

The entrepreneurial experience gained by students will further increase their interest in entrepreneurship. Suryawan et al. (2023) stated that experience is a process of learning and increasing the development of potential from formal and informal education. Entrepreneurial experience provides an opportunity for students to learn directly about the entire process of running a business. Through this

experience, students can hone their abilities and maturity in entrepreneurship. Thus, entrepreneurship education indirectly influences entrepreneurial interest through entrepreneurial experience.

The Influence of Family Support on Entrepreneurial Interest Through Entrepreneurial Experience in Students

The results of this study indicate that family support has a positive and significant effect on entrepreneurial interest through entrepreneurial experience. This is indicated by a Beta value of 0.402. Family support is an important factor in fostering entrepreneurial interest. Ahmed (2022) showed that family support is an important factor in shaping students' intentions and perceptions of their suitability for the world of entrepreneurship. Family support can be in the form of financial, emotional, or social network support.

This support can help students obtain business capital, increase self-confidence, and develop their businesses. High family support will encourage students to try entrepreneurship and increase their entrepreneurial experience. The entrepreneurial experience gained will further increase students' interest in entrepreneurship. Fanani et al. (2023) explained that entrepreneurial experience plays an important role in increasing knowledge, abilities, and skills in entrepreneurship.

This is because experience provides a person with initial knowledge before acting in maximizing their efforts. Thus, family support indirectly influences entrepreneurial interest through entrepreneurial experience. High family support can improve students' entrepreneurial experience, which ultimately increases their interest in entrepreneurship.

4. CONCLUSIONS AND SUGGESTION

Based on the results of the research and data analysis, it can be concluded that entrepreneurship education does not have a positive and significant direct effect on entrepreneurial interest, but has a positive and significant effect on entrepreneurial experience. Family support has a positive and significant effect on entrepreneurial experience and entrepreneurial interest. Entrepreneurial experience has a positive and significant effect on entrepreneurial interest. Entrepreneurship education has a positive and significant effect on entrepreneurial interest through entrepreneurial experience. Family support has a positive and significant effect on entrepreneurial interest through entrepreneurial experience.

Suggestions that can be conveyed are that students should pay more attention to factors that can improve students entrepreneurship education and entrepreneurial experience, as well as build high entrepreneurial interest.

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