

Linking Entrepreneurial Traits and Family Support to Business Autonomy: The Role of Entrepreneurial Behavior in Higher Education Contexts

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Received : 13 Nov 2024
Accepted : 25 May 2025
Published : 31 May 2025

ABSTRACT

This study aims to analyze the influence of entrepreneurial traits and family support on business autonomy through entrepreneurial behavior among students of the Faculty of Economics at Universitas Negeri Makassar. Strong entrepreneurial traits combined with consistent family support are expected to foster higher levels of entrepreneurial behavior, which in turn contributes to the development of business autonomy among students. A quantitative approach was employed, involving 101 respondents selected through proportional random sampling across various study programs within the Faculty of Economics and Business. Data were collected via online questionnaires and analyzed using the Statistical Package for the Social Sciences (SPSS), including descriptive analysis, validity and reliability testing, and path analysis. The findings are expected to provide scientific contributions to the field of entrepreneurship, particularly in understanding how individual and environmental factors influence student business independence. Furthermore, the study aims to offer practical recommendations for universities, policymakers, and stakeholders in designing programs that enhance students' interest and capacity for entrepreneurship.

Keywords: entrepreneurial traits, family support, business autonomy, entrepreneurial behavior

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1. INTRODUCTION

Entrepreneurship has become a central issue in global economic development. In Indonesia, the government is aggressively encouraging economic growth by increasing the number of entrepreneurs (Merung et al., 2024). Students, as an innovative and adaptive young generation, are expected to be the driving force of the economy. However, interest in entrepreneurship among students, especially in the field of economics, is still relatively low. This indicates that there are factors that hinder the emergence of young entrepreneurs. This study aims to identify factors that can influence students' interest and ability in entrepreneurship, with a focus on students of the Faculty of Economics and Business, Universitas Negeri Makassar. By understanding these factors, it is hoped that solutions can be found to increase students' interest and ability in entrepreneurship, so that they can contribute to creating new jobs and driving economic growth.

Entrepreneurship is the central nerve of the economy or the controller of a country's economy. This shows that entrepreneurship is very important because it can control a country's economy. If a country's economy is advanced, it means that the population in that country is increasingly prosperous. This is relevant to the opinion put forward by David McClelland from the results of his research, which concluded that the number

of entrepreneurs in a country must be 2% of its population if the country wants prosperity for its population without him stating the reasons. In full, David McClelland stated that a country will achieve a level of prosperity if the number of entrepreneurs is at least 2% of the total population. This was put forward by David McClelland without stating the reasons. From this opinion it is clear that entrepreneurship can lead the population to achieve prosperity in their lives, of course if the number of entrepreneurs in a country is even or balanced between small, medium, and large (Romli, 2019; Isma et al., 2020).

It makes sense for students (with the attributes they possess) to think like entrepreneurs. It is time for students to be challenged again to become agents of change in the economic field and in various other areas of life, for example by participating in student activities on and off campus that are non-profit or social (Unangst et al., 2020). It remains to be seen how students prepare their provisions to advance to the battlefield. Students, with their youthful spirit, high creativity, and access to broad knowledge, are the main targets in developing entrepreneurship (Bado et al., 2025; Kemalasari et al., 2025). They have great potential to become successful entrepreneurs in the future. In addition, encouraging students to become entrepreneurs can also help overcome the problem of unemployment, create new jobs, and encourage economic growth. However, students also face challenges such as limited capital, lack of experience, and high academic demands. The more advanced a country is, the more educated people there are, and the more unemployed people there are, the more important the world of entrepreneurship is (Ali, 2021; Hasdiansa et al., 2025).

Entrepreneurial spirit is a person's skill to manage and control something that is within a person to be utilized and improved to be more optimal and produce a business so that it can improve the standard of living in the future. Entrepreneurial spirit is a key factor in encouraging someone to become an entrepreneur. Individuals with a strong entrepreneurial spirit tend to be more daring in taking risks, more creative in finding solutions, and more persistent in facing challenges. They are also better able to identify untapped business opportunities. The relationship between entrepreneurial spirit and entrepreneurial success is very close. Empirical studies show that successful entrepreneurs tend to have a higher level of entrepreneurial spirit than those who fail. Entrepreneurial spirit not only helps in starting a business, but also in maintaining and developing a business (Li & Chen, 2022).

Family support is a strong foundation for the growth and development of an individual's entrepreneurial spirit. This form of support is not only limited to moral encouragement, but also includes various aspects such as emotional, financial, and social support. Emotional support provides the confidence and motivation needed to face the challenges of entrepreneurship (Kah et al., 2022; Isma et al., 2024). An emotionally supportive family will create a safe environment for individuals to experiment and take risks. Financial support, such as initial capital assistance or credit guarantees, is also very crucial, especially for novice entrepreneurs who often have limited resources. In addition, social support in the form of a network of connections, advice, and counsel from family members can open up new business opportunities and broaden horizons. Research shows that individuals who have strong family support tend to be more interested and capable of entrepreneurship. This is because family support can reduce anxiety levels and increase individual confidence in facing the uncertainty inherent in the business world. Thus, family support is not just a complement, but is a very significant determinant factor in encouraging someone to achieve success as an entrepreneur.

Saepulmilah (2023) stated that "independence as a personality or mental attitude that must be possessed by every person, which contains elements with the characters in it, needs to be developed so that they grow together in every movement of human life." This opinion shows that independence can determine a person's attitude and behavior towards entrepreneurship. To measure the level of independence of entrepreneurial behavior, several indicators can be used, as expressed by Firmansyah, R. (2023) in his research. These indicators include: self-confidence, being able to work alone, valuing time, being responsible, and having a desire to progress. Independence of entrepreneurial behavior is a goal that entrepreneurs want to achieve because independence is an important foundation for the success of an entrepreneur. Independent individuals have the ability to take initiative, be responsible, and continue to develop. Thus, independence needs to be continuously honed and improved so that an entrepreneur can achieve his business goals.

Previous studies have consistently highlighted the central role of entrepreneurial spirit and family support in encouraging entrepreneurial behavior. Individuals who have a strong entrepreneurial spirit, characterized by characteristics such as proactivity, innovation, and tolerance for risk, tend to be more motivated

to start new businesses. This entrepreneurial spirit is like a seed that needs to be nurtured in order to grow. Family support acts as fertilizer that provides essential nutrients for the growth of the seed. Both emotional support in the form of encouragement and enthusiasm, financial support that provides initial capital, and social support in the form of a network of relationships, all contribute significantly to equipping individuals with the confidence and resources needed to realize their business ideas. This collaboration between a strong entrepreneurial spirit and solid family support is often the formula for success for entrepreneurs.

This study aims to analyze the influence of entrepreneurial spirit and family support on the independence of entrepreneurial behavior in students of the Faculty of Economics and Business, Universitas Negeri Makassar. By understanding the relationship between the three variables, it is expected to contribute to formulating a more effective strategy for developing entrepreneurship programs, especially in increasing the independence of students as prospective entrepreneurs.

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, 2015). 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, 2015). The hypothesis is tested using Path Analysis. The following is the research design. *Entrepreneurial Traits, Family Support, Business Autonomy, Entrepreneurial Behavior*

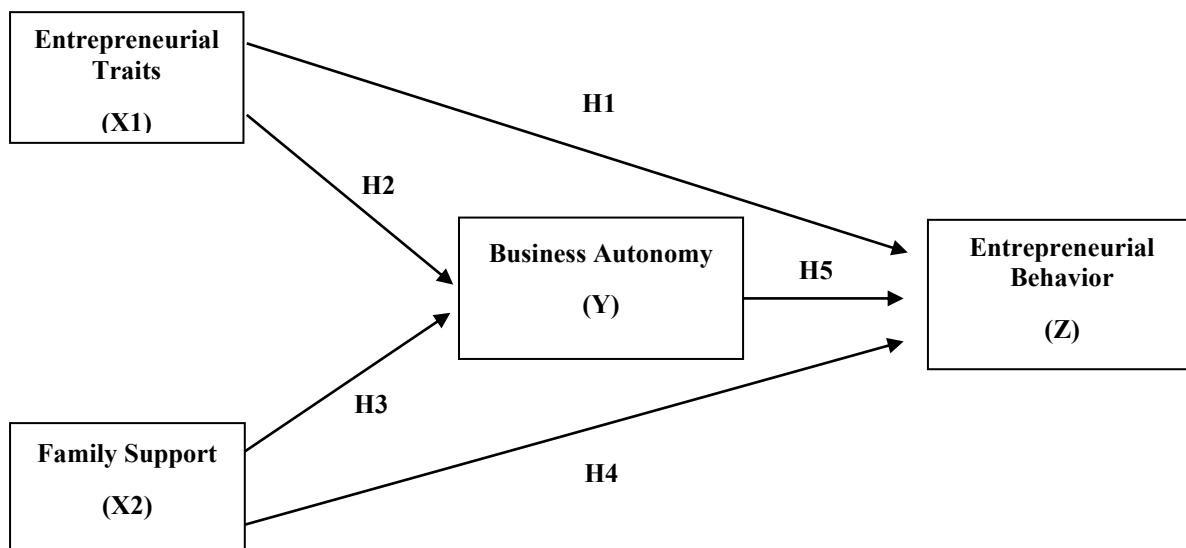


Figure 1. Research Design

Based on Figure 1 above, 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 Entrepreneurial Traits (X1), Family Support (X2), Business Autonomy (Y), Entrepreneurial Behavior (Z). While explanation means finding the causal influence between research variables through hypotheses. The causal influence is the direct influence between entrepreneurial spirit (X1), family support (X2), on entrepreneurial behavior (Z) and the indirect influence of entrepreneurial spirit (X1), family support (X2), on business independence (Y) through the entrepreneurial spirit (Z) of students of the Faculty of Economics, State University of Makassar.

This research design is also based on the 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 in the following hypothesis summary table.

Table 1. Summary of Hypotheses

Hypothesis	Information
H1	Entrepreneurial traits has a positive and direct effect on business autonomy
H2	Entrepreneurial traits has a positive and direct effect on entrepreneurial behavior
H3	Family support has a positive and direct effect on business autonomy
H4	Family support has a positive and direct effect on entrepreneurial behavior
H5	Business autonomy has a positive and direct effect on entrepreneurial behavior
H6	Entrepreneurial traits has a positive and indirect effect on business autonomy through entrepreneurial behavior
H7	Family support has a positive and indirect effect on business autonomy through entrepreneurial behavior

Based on table 1 above, this study has 7 hypotheses. The hypotheses will test the direct influence of entrepreneurial traits (X1) on entrepreneurial behavior (Z), the direct influence of entrepreneurial traits (X1) on business autonomy (Y), the direct influence of family support (X2) on business autonomy (Y), the direct influence of family support (X2) on entrepreneurial behavior (Z), the direct influence of business autonomy (Y) on entrepreneurial behavior (Z), the indirect influence of entrepreneurial traits (X1) on entrepreneurial behavior (Z) through business autonomy (Y), and the indirect influence of family support (X2) on entrepreneurial behavior (Z) through business autonomy (Y).

2.2 Population and Sample

The population in this study were all active students of the Faculty of Economics, Economics and Business (FEB) of Universitas Negeri Makassar (UNM) from 8 Study Programs. While the sampling technique used the Proportional Random Sampling technique, which was calculated using Slovin with a sample result of 101 respondents or at least one representative in each Study Program from the total population.

Data collection was carried out by determining the research subjects, namely all students of the Faculty of Economics, Universitas Negeri Makassar using a questionnaire. The questionnaire used was a closed questionnaire using digital media or often referred to as a google form while the scale used was the Likert scale. Scoring uses a Likert scale with 5 alternative answers, namely: Strongly Disagree: 1, Disagree: 2, Quite Agree: 3, Agree: 4, and Strongly Agree: 5. Furthermore, the data was analyzed using the Statistical Package for The Social Science application or what is now better known as Statistical Product And Service Solutions (SPSS) version 27. The data analysis used in this study consists of descriptive statistical data analysis, classical assumption tests, and path analysis.

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	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			

(Constant)	1.543	0.813		1.897	0.061
Entrepreneurial Traits	0.196	0.059	0.350	3.351	0.001
Family Support	0.112	0.067	0.12.	1.680	0.096
1	0.365	0.082	0.452	4.467	<0.001
Business Autonomy				1	
R Square	0.755				
e1	0,494				

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

$$e1 = 1 - R^2 = \sqrt{1 - 0,755} = 0,494$$

$$Y = \beta_4 X_1 + \beta_2 X_2 + \beta_7 Z + e_2$$

$$Y = 0,350 X_1 + 0,12 X_2 + 0,452 Z + 0,494$$

The determination coefficient of 0.494 shows the direct influence of entrepreneurial spirit, and Entrepreneurial Attitude on the Y variable Entrepreneurial Intention of 49.4%, while 50.6% is influenced by other variables outside this model or research.

Table 3. Results of Testing Direct Hypotheses

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	2,059	0,985		2,091	0,039
Entrepreneurial Traits	0,521	0,050	0,750	10,451	<0,001
Family Support	0,176	0,081	0,156	2,175	0,032
R Square	0,754				
e1	0,376				

The error term (e2) is used in the formula.

$$e2 = 1 - R^2 = \sqrt{1 - 0,263} = 0,376$$

$$Z = \beta_4 X_1 + \beta_5 X_2 + e_1$$

$$Z = 0,750 X_1 + 0,156 X_2 + 0,376$$

The determination coefficient of 0.376 shows the direct influence of entrepreneurial spirit and family support on entrepreneurial behavior variables of 37.6% while 62.4% is influenced by other variables outside this model or research.

Entrepreneurial spirit has a negative and insignificant effect on family support through entrepreneurial behavior.

$$\begin{aligned} \text{Indirect Effect} &= X_1 \rightarrow Z \rightarrow Y \\ &= \beta_4 \times \beta_7 \\ &= 0,750 \times 0,452 \\ &= 0,339 \end{aligned}$$

Subjective Norm has a positive and significant influence on Entrepreneurial Intention through Entrepreneurial Attitude.

$$\begin{aligned} \text{The indirect effect is} &= X_2 \rightarrow Z \rightarrow Y \\ &= \beta_5 \times \beta_7 \\ &= 0,156 \times 0,452 \\ &= 0,070 \end{aligned}$$

H1: The influence of entrepreneurial spirit on business independence has a significance value of <0.001 <0.05 and a Beta value of 0.750. Based on these results, it can be concluded that H1 is accepted.

H2: The influence of entrepreneurial spirit on entrepreneurial behavior has a significance value of 0.001 <0.05 and a Beta value of 0.350. Based on these results, it can be concluded that H2 is accepted.

H3: The influence of family support on business independence has a significance value of 0.032 <0.05 and a Beta value of 0.156. Based on these results, it can be concluded that H3 is accepted.

H4: The influence of family support on entrepreneurial behavior has a significance value of 0.096 <0.05 and a Beta value of 0.12. Based on these results, it can be concluded that H4 is rejected.

H5: The influence of business independence on entrepreneurial behavior has a significance value of <0.001 <0.05 and a Beta value of 0.452. Based on these results, it can be concluded that H5 is accepted.

H6: The influence of entrepreneurial spirit on business independence through entrepreneurial behavior has a Beta value of 1.089. Based on these results, it can be concluded that H6 is accepted.

H7: The influence of family support on business independence through entrepreneurial behavior has a Beta value of 0.226. Based on these results, it can be concluded that H7 is accepted.

3.2 Path Analysis

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

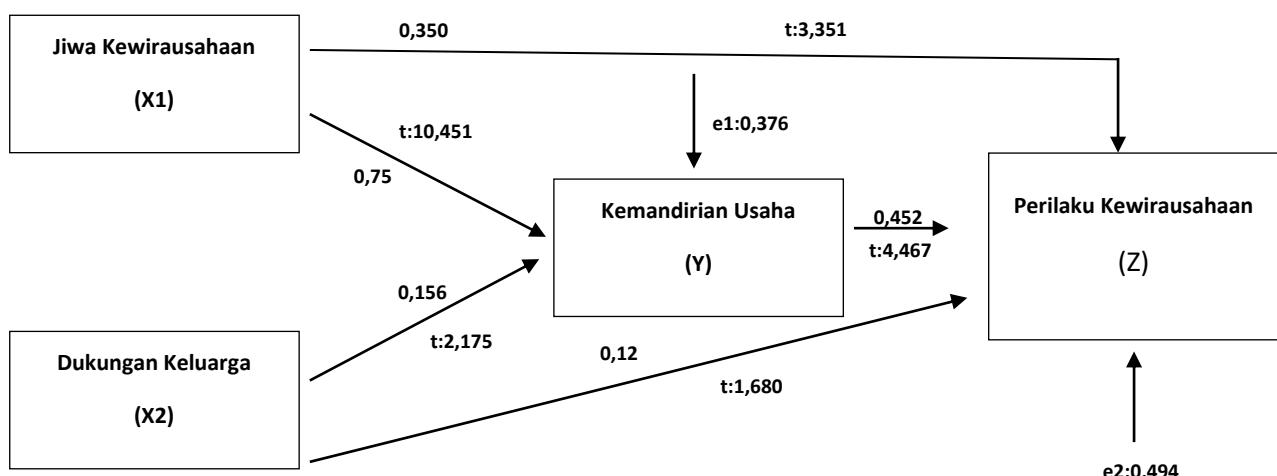


Figure 2. Path Analysis Model

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

Coefficient of determination: $R^2 = 1 - \frac{e_1^2 + e_2^2}{\text{Total Variance}}$

Interpretation (R^2) determination as follows:

$$R^2 = 1 - (0,376^2) (0,494^2) = 1 - 0,034 = 0,965$$

Based on the determination coefficient above, it shows a direct and indirect influence of 0.965 or 96.5% in other words the information contained in the data (96.5%) is explained by the model. While (3.5%) is explained by variables outside the model or this study.

3.3 Discussion

The Influence of Entrepreneurial Spirit on Business Independence in Students of the Faculty of Economics, Universitas Negeri Makassar

The findings of this study indicate that the entrepreneurial spirit has a positive and significant influence on students' business independence at the Faculty of Economics, Universitas Negeri Makassar. A strong entrepreneurial spirit reflects an internal motivation to succeed, a willingness to innovate, persistence in

pursuing opportunities, and confidence when facing business uncertainty. When individuals have a strong desire to excel in entrepreneurship, this motivation enhances their belief in their own ability to achieve entrepreneurial goals. Shi & Wang (2021) explain that self-confidence and intrinsic motivation function as key psychological resources that support entrepreneurial behavior. Students who possess stronger confidence in their entrepreneurial skills and knowledge demonstrate greater intention and readiness to create independent business activities. For this reason, entrepreneurial spirit can be understood as a psychological foundation that strengthens both entrepreneurial motivation and the capacity for economic self-reliance.

The results also demonstrate that students with a high entrepreneurial spirit tend to show a higher level of business independence. These students are more likely to take initiative, solve problems independently, and make strategic decisions even when working in uncertain business environments. Their behavior reflects the transformation of entrepreneurial values such as being proactive, being innovative, and being willing to take calculated risks into practical competencies that support the sustainability of business ventures. Prabowo and Zighan (2022) found that students with strong entrepreneurial orientation are more capable of developing and managing independent ventures because they possess high self-confidence, resilience, and adaptability. This shows that entrepreneurial spirit influences not only entrepreneurial intention but also the behavioral competencies required for students to initiate, operate, and maintain independent business practices in the long run.

Overall, this study strengthens the argument that entrepreneurial character is an important factor in building economic independence among students. A strong entrepreneurial spirit encourages continuous learning, innovation, and the development of meaningful networks, which are essential elements for sustaining student-led businesses. Furthermore, internal motivation to act independently becomes a crucial asset that supports students as they start, manage, and expand their entrepreneurial activities with greater determination. Lindberg et al. (2017) emphasize that a strong entrepreneurial mindset improves opportunity recognition and strengthens the willingness to take risks, which ultimately enhances business independence. Therefore, the influence of entrepreneurial spirit extends beyond shaping entrepreneurial intention and plays a significant role in forming an independent, resilient, and opportunity-oriented entrepreneurial mindset that helps students succeed in increasingly competitive business environments.

The Influence of Family Support on Business Independence in Students of the Faculty of Economics, Universitas Negeri Makassar

The results of this study show that family support has a positive and significant influence on the business independence of students at the Faculty of Economics, Universitas Negeri Makassar. Family support contributes not only to emotional encouragement but also to strengthening students' confidence in their ability to engage in entrepreneurial activities. Families often provide reassurance, motivation, and early exposure to business values, all of which contribute to students' willingness to pursue independent business ventures. This aligns with the findings of Ruiz et al. (2016), who state that family support can increase students' readiness to take risks and overcome challenges that commonly arise in entrepreneurship. When students feel supported by their families, they tend to show greater courage and persistence in developing their entrepreneurial ideas, which strengthens their potential to become independent entrepreneurs.

Family support also influences the development of important entrepreneurial attitudes and behaviors that contribute to business independence. Students who receive strong moral and motivational support from their families are more likely to maintain commitment when facing business uncertainties and difficulties. This support plays a role in cultivating resilience, responsibility, and self-confidence, which are essential traits for entrepreneurial success. Family members often serve as mentors or role models, providing insights and shared experiences that guide students in making informed business decisions (Tarling et al., 2016). As a result, students are better equipped to handle obstacles, build self-reliant strategies, and navigate the process of transforming entrepreneurial ideas into structured business initiatives. These findings reinforce the idea that family support forms a foundational environment that nurtures students' capacity for independent business growth.

Students who receive strong support from their families also tend to be more proactive in building the competencies required for business independence. They are more motivated to explore market opportunities, design structured and comprehensive business plans and develop extensive business networks that can support

the sustainability of their entrepreneurial ventures. Such actions indicate not only increased confidence but also a strong sense of commitment to turning business ideas into reality. This proactive behavior is consistent with the development of entrepreneurial spirit, where external support from family acts as a catalyst for internal motivation and entrepreneurial readiness. Overall, the findings highlight that family support plays a central role in shaping students' independence in entrepreneurship by creating a supportive environment that enhances their motivation, decision-making abilities, and long-term commitment to entrepreneurial activities.

The Influence of Family Support on Entrepreneurial Behavior in Students of the Faculty of Economics, Universitas Negeri Makassar

The findings of this study show that family support does not have a significant relationship with the entrepreneurial behavior of students in the Faculty of Economics, Universitas Negeri Makassar. This result contradicts the initial hypothesis and reveals that the presence of family support alone is not sufficient to influence students' engagement in entrepreneurial activities. The significance value of 0.096, which is greater than 0.05, indicates that the effect of family support is statistically weak and cannot be generalized to the broader student population. This outcome differs from previous research such as Sukirman (2017), who emphasized that family encouragement, mentorship, and emotional reassurance can foster stronger entrepreneurial tendencies among students. The contrasting result suggests that the influence of family support may vary based on contextual factors and that its impact is not always uniform across different student groups or educational settings.

The lack of a significant relationship in this study may be explained by the presence of other influential variables that were not included in the analysis. Factors such as students' individual characteristics, personal motivation, risk tolerance, economic constraints, and exposure to entrepreneurial ecosystems may play a more dominant role in shaping entrepreneurial behavior (Chahal et al., 2024). It is possible that students with strong intrinsic motivation or high entrepreneurial self-efficacy rely more on their own capabilities rather than external support from family. Additionally, environmental conditions such as campus-based entrepreneurship programs, peer influence, access to training, and opportunities for practical business experience may exert a stronger impact on students' entrepreneurial actions. Therefore, the findings suggest that entrepreneurial behavior is a multifaceted outcome shaped by a combination of internal and external factors, and family support, although valuable, may not always serve as the primary driver in this process.

The Influence of Business Independence on Entrepreneurial Behavior in Students of the Faculty of Economics, Universitas Negeri Makassar

The results of this study show that business independence has a positive and significant relationship with the entrepreneurial behavior of students in the Faculty of Economics, Universitas Negeri Makassar. This finding supports the perspective of Rahmat (2020), who argues that entrepreneurs are individuals capable of creating something new through innovation, creativity, and the willingness to take risks. When students possess a high level of business independence, they are better prepared to explore opportunities, formulate strategies, and engage in entrepreneurial activities with confidence. Independence in managing business tasks encourages students to rely on their own judgment, develop critical thinking skills, and strengthen their problem-solving abilities. As a result, students become more capable of initiating entrepreneurial actions and adapting to various challenges that arise in the business environment. The evidence from this study therefore reinforces the idea that entrepreneurial behavior grows more naturally among individuals who already exhibit a strong sense of responsibility and autonomy in their business activities.

Students with strong business independence also tend to demonstrate proactive behavior in seeking new opportunities, preparing comprehensive business plans, and forming networks that support their entrepreneurial development. Such behavior reflects a high level of commitment to transforming ideas into viable business ventures. The ability to make independent decisions encourages students to act quickly and strategically when identifying market gaps or responding to business challenges (Pucciarelli & Kaplan, 2016). Moreover, independent students often show higher levels of perseverance, creativity, and initiative, all of which are essential components of entrepreneurial behavior. These findings suggest that business independence serves as both a motivational and functional driver that enables students to engage in entrepreneurial activities more effectively. As students strengthen their independence, they develop clearer aspirations and a stronger entrepreneurial mindset, which collectively increase their capacity to sustain and grow their business endeavors.

The Influence of Entrepreneurial Spirit on Business Independence Through Entrepreneurial Behavior in Students of the Faculty of Economics, Universitas Negeri Makassar

The findings of this study show that entrepreneurial spirit has a significant influence on business independence through entrepreneurial behavior among students of the Faculty of Economics, Universitas Negeri Makassar. A strong entrepreneurial spirit fosters internal motivation, confidence, and determination, which in turn encourage students to manage their business activities independently. Students who possess a strong entrepreneurial spirit are more proactive in making decisions, addressing challenges, and sustaining their business operations without relying heavily on external assistance. This strengthens their ability to adapt to uncertainties and pursue long-term business goals. The result is consistent with the view of Sukirman (2017), who emphasized that entrepreneurial spirit serves as a fundamental driver for achieving financial independence and success in entrepreneurship. When entrepreneurial spirit is present, students naturally develop behavioral tendencies that support autonomy and resilience in running their businesses.

Students with a strong entrepreneurial spirit also tend to demonstrate entrepreneurial behavior that contributes directly to the development of business independence (Li & Chen, 2022). These behaviors include identifying business opportunities, taking calculated risks, generating creative ideas, and implementing innovative strategies in products or services. Their willingness to engage in entrepreneurial activities with confidence reflects the belief in their own abilities, which is a key characteristic of entrepreneurial spirit. As these students engage more actively in entrepreneurial behavior, their capacity for business independence grows stronger, allowing them to operate their ventures more effectively. This suggests that entrepreneurial behavior acts as a mediating factor that connects entrepreneurial spirit with business independence. In other words, entrepreneurial spirit enhances entrepreneurial behavior, and this behavior supports the development of independence in business decision-making and business sustainability.

The Influence of Family Support on Youth Independence Through Entrepreneurial Behavior in Students of the Faculty of Economics, Universitas Negeri Makassar

The findings of this study highlight the influence of family support on youth independence through entrepreneurial behavior among students of the Faculty of Economics, Universitas Negeri Makassar. Emotional and instrumental support provided by the family contributes significantly to strengthening students' confidence in taking risks and initiating entrepreneurial activities. When students feel supported by their families, they are more likely to overcome uncertainty and pursue entrepreneurial ventures with a stronger sense of direction. This is consistent with the findings of Farhan (2023), who emphasized that social support from the family can lower perceived risk and increase students' motivation to engage in entrepreneurship. Family encouragement, guidance, and reassurance create a supportive environment that allows students to develop the psychological readiness required for independent business activities. Therefore, family support functions as an important foundation that shapes students' entrepreneurial behavior and influences their ability to become economically independent.

Strong family support also encourages students to adopt entrepreneurial behaviors that promote youth independence, such as the willingness to take risks, experiment with new ideas, and innovation in developing products or services (Kemalasari et al., 2025). Students who receive consistent encouragement from their families tend to show greater confidence in exploring business opportunities and implementing creative solutions to business challenges. This high level of independence in running a business is shaped by the emotional and instrumental support that strengthens students' belief in their own abilities. As entrepreneurial behavior develops, students become more capable of managing business decisions independently and sustaining their ventures over time. These findings suggest that family support indirectly strengthens youth independence by fostering entrepreneurial behavior, which serves as a pathway for students to build confidence, creativity, and resilience in entrepreneurship.

4. CONCLUSIONS AND SUGGESTION

Based on the results of the research that has been conducted, it can be concluded that entrepreneurial spirit and family support play an important role in encouraging business independence of students at the Faculty of Economics and Business, State University of Makassar. A strong entrepreneurial spirit has been proven to

increase students' business independence, both directly and through good entrepreneurial behavior. Likewise, consistent support from the family also has a positive effect on students' business independence, both directly and indirectly through entrepreneurial behavior. Overall, the results of this study show a direct and indirect effect of 0.965 or 96.5%, which means that the information contained in the data is 96.5% explained in this research model. While (3.5%) is explained by variables outside the model or this study. Likewise, consistent support from the family also has a positive effect on students' business independence, both directly and indirectly through entrepreneurial behavior. This shows that in order to create business independence among students, universities need to facilitate the development of an entrepreneurial spirit, as well as encourage family participation in providing strong support. Thus, it is expected to increase students' interest and ability to become entrepreneurs, which in turn will make a positive contribution to the Indonesian economy.

Based on the research results, some suggestions that can be recommended are: First, universities need to be more intensive in developing an entrepreneurial spirit among students through various programs and activities that can increase student enthusiasm, creativity, and innovation. Second, universities also need to establish close cooperation with students' families to obtain optimal support, both financially, guidance, and motivation in running a business. Third, universities can facilitate students in developing better entrepreneurial behavior, for example by providing access and assistance in establishing a business, accessing capital, and marketing products. By implementing these suggestions, it is hoped that it can encourage an increase in the entrepreneurial spirit, family support, and entrepreneurial behavior of students, so that it can create graduates who are independent and able to contribute significantly to the Indonesian economy.

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