

The Impact of Self-Confidence, Family Support, and Motivation on Entrepreneurial Interest: The Mediating Role of Entrepreneurship Education

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ABSTRACT

Entrepreneurial interest refers to an individual's desire to engage in business activities, driven by feelings of enjoyment and perceived personal benefit. Self-confidence represents a person's belief and positive attitude toward their own abilities, the environment, or anticipated situations. Family support is the assistance provided by family members to help address challenges more effectively. Motivation is a condition that triggers behavior and is closely related to the work environment. Meanwhile, entrepreneurship education serves as a learning platform to enhance knowledge, competence, and the intention to develop one's entrepreneurial potential. This study aims to examine the direct and indirect effects of self-confidence, family support, and motivation on entrepreneurial interest, with entrepreneurship education acting as a mediating variable. The research employed a quantitative descriptive-explanatory approach and involved 121 respondents selected through proportional random sampling. The findings reveal that self-confidence, family support, and motivation significantly influence entrepreneurial interest both directly and indirectly through entrepreneurship education. These results offer valuable insights for educators to better guide students in developing entrepreneurial skills. Students are encouraged not only to focus on product creation but also to deepen their skills in business management, marketing, and decision-making to support business growth. Future researchers are recommended to further expand this study by exploring additional variables and methodological improvements.

Keywords: self-confidence, family support, motivation, entrepreneurship education, entrepreneurial interest.

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1. INTRODUCTION

In recent years, entrepreneurship has become increasingly popular among young people. Adolescents are able to create, establish, and develop businesses by taking advantage of rapidly advancing technologies. At present, entrepreneurship is a suitable option for university graduates who are seeking employment but face limited job availability. It is also a viable path for individuals who possess unique skills and prefer not to engage in conventional, fixed employment. However, interest in entrepreneurship among young people, particularly university students, remains relatively low. They tend to prefer searching for jobs rather than creating employment opportunities, and many still perceive becoming a civil servant as more desirable than becoming an entrepreneur. It is necessary to cultivate entrepreneurial interest among university students so that they are not fixated on seeking jobs strictly aligned with their academic degrees. Individuals with a bachelor's degree are not always able to secure employment in fields that match their qualifications and often work in areas that differ from their formal educational background. With productive economic growth, it is expected that society, particularly young people,

will engage in entrepreneurial activities so that they can create new business opportunities. Entrepreneurship is an action undertaken by an individual to generate employment for others (Cahyono & Subiyantoro, 2022). One way to foster entrepreneurial interest among university students is by strengthening their self-confidence, family support, and motivation. Emotional support, appreciation, instrumental or financial assistance, and the provision of useful information are components of family support that provide a sense of comfort and reinforce the perception that family members care for one another (Setiabudi, 2019).

If individuals aspire to achieve success, they must possess interest, desire, and a strong determination to take risks in entrepreneurship, which is referred to as entrepreneurial interest or intention (Rahmadani et al., 2023). Entrepreneurial interest is described as the willingness to work diligently and persistently to achieve business goals, the readiness to take responsibility for any challenges that may arise, the practice of frugality, and the eagerness to learn from every situation encountered (Purwaningsih et al., 2023). Entrepreneurial interest is not innate; rather, it grows and develops because of influencing factors. Several factors such as self-confidence, family support, and motivation shape one's decision to engage in entrepreneurial activities (Dorahman, 2020). When individuals perceive something as meaningful or beneficial, they tend to develop interest that brings satisfaction. However, when satisfaction diminishes, interest also declines, making it temporary or subject to change (Tyra & Sarjono, 2020).

Self-confidence is essential for enabling students to develop the internal strength needed to guide their individual actions. Ulfa (2019) defines self-confidence as an overall evaluative dimension of the self. It is also referred to as self-esteem or self-image. High self-confidence encourages individuals to think ambitiously, whereas low self-confidence leads individuals to think and act merely as circumstances dictate, resulting in limited outcomes. According to Ulfa (2019), self-confidence is shaped by life experiences. It is a personality trait characterized by one's belief in their own abilities, allowing them to remain uninfluenced by others and to act according to their own intentions while maintaining joy, optimism, tolerance, and responsibility. Ulfa (2019) identifies several aspects of self-confidence, including personal ability, social interaction, and self-concept.

Family support is also necessary to ensure that students remain motivated to engage in entrepreneurial activities. Family support is typically found within a positive and harmonious family environment. A family is a group of individuals who are socially and biologically connected through marriage, birth, or adoption; they live together and share resources to achieve common goals (Julindrastuti & Karyadi, 2022). The family environment serves as the primary medium that shapes behavior in a child's developmental process. Children first interact with their family members, including their father, mother, siblings, and other relatives (Aditia et al., 2022). Emotional support, appreciation, instrumental or financial assistance, and the provision of useful information are components of family support, as the family plays a crucial role in motivating individuals to engage in various activities, including entrepreneurship. Entrepreneurial interest develops when families provide positive reinforcement toward an individual's aspirations (Setiabudi, 2019).

The role of motivation in entrepreneurship can be likened to fuel that drives a machine. Motivation is defined as a stimulus, arising from internal or external factors, that encourages individuals to achieve specific goals in order to fulfill or satisfy certain needs essential for the smooth operation of a business. Adequate entrepreneurial motivation encourages individuals to behave proactively in pursuing entrepreneurial activities, whereas excessively strong motivation may negatively affect the effectiveness of the business. Motivation also functions as a factor that influences entrepreneurial interest. A person's interest in an object begins with the attention they direct toward that object.

Entrepreneurship education refers to understanding the role of entrepreneurs and entrepreneurship as a pathway for creating career opportunities and relevant future employment (Mardia et al., 2021). Entrepreneurship education is a process of equipping students with the skills and knowledge necessary to enable them to benefit from business opportunities (Gusti & Anasrulloh, 2022). The purpose of entrepreneurship education is to develop individuals holistically as entrepreneurs who possess the personality, understanding, and competencies required to engage in entrepreneurial endeavors. Entrepreneurship education is highly effective in cultivating entrepreneurial abilities and skills (Shoimah, 2019). It is a learning process that enables students to reshape the way they perceive and consider their career trajectories (Indahsari & Puspitowati, 2021).

If these three factors are not present within students, namely self-confidence, family support, and motivation, their entrepreneurial interest will remain low and they will have little to no intention of starting a business. The knowledge gained from entrepreneurship courses at universities will not be meaningfully mastered or effectively applied because students who lack entrepreneurial readiness tend to view theoretical concepts as abstract and disconnected from real-world practice. Furthermore, insufficient self-confidence will hinder students' ability to initiate entrepreneurial activities, as they may perceive entrepreneurship as too risky or beyond their personal

capability. The absence of family support also contributes to the decline in entrepreneurial interest, since encouragement, guidance, and emotional reinforcement from family members often play an important role in strengthening students' willingness to pursue entrepreneurship. As a result, students who do not receive adequate support or motivation will be less likely to take proactive steps toward business creation or business development. Specifically, this study aims to examine whether entrepreneurial attitudes can function as an intervening variable that links self-confidence, family support, and motivation to entrepreneurial interest. Entrepreneurial attitudes consist of perceptions, beliefs, and behavioral tendencies that influence how students respond to opportunities and challenges within the entrepreneurial context. By positioning entrepreneurial attitudes as a mediating factor, the study seeks to determine whether these attitudes serve as a pathway through which personal and social factors translate into entrepreneurial interest. Understanding these relational dynamics is essential, because students may possess confidence, motivation, or family encouragement, yet still fail to develop entrepreneurial interest if they do not hold positive attitudes toward entrepreneurship. Through identifying these mediating connections, this study is expected to provide deeper insights into how entrepreneurial interest develops among university students and to support the formulation of recommendations for designing more effective entrepreneurship programs in higher education institutions.

By understanding the interconnections among these factors, this study is also expected to contribute to the development of more effective policies and educational programs related to entrepreneurship for university students. Insights from this study may help educators and policymakers design learning approaches that strengthen students' self-confidence, enhance family involvement, and increase motivation, ultimately leading to greater entrepreneurial interest. Strengthening these elements will ensure that students are not only equipped with the intention to become entrepreneurs but also possess the psychological readiness, support systems, and motivational drivers needed to transform that intention into actual entrepreneurial action. When these foundational factors are developed simultaneously, students will have a stronger capacity to explore business opportunities, overcome perceived risks, and build sustainable entrepreneurial careers. Thus, the significance of this study lies in its potential to inform institutional strategies that foster a supportive and empowering entrepreneurial environment for students.

2. RESEARCH METHODS

2.1 Research Model and Hypotheses

This study employs a quantitative approach with several variables whose effects will be examined using numerical data. Quantitative research is an inquiry method that tests objective theories by analyzing relationships among variables (Creswell, 2013). This type of quantitative research typically includes descriptive questions regarding dependent and independent variables, as well as questions that explore the nature of the relationship between these variables (Creswell, 2013). The hypotheses are tested using Path Analysis. The following figure presents the research design.

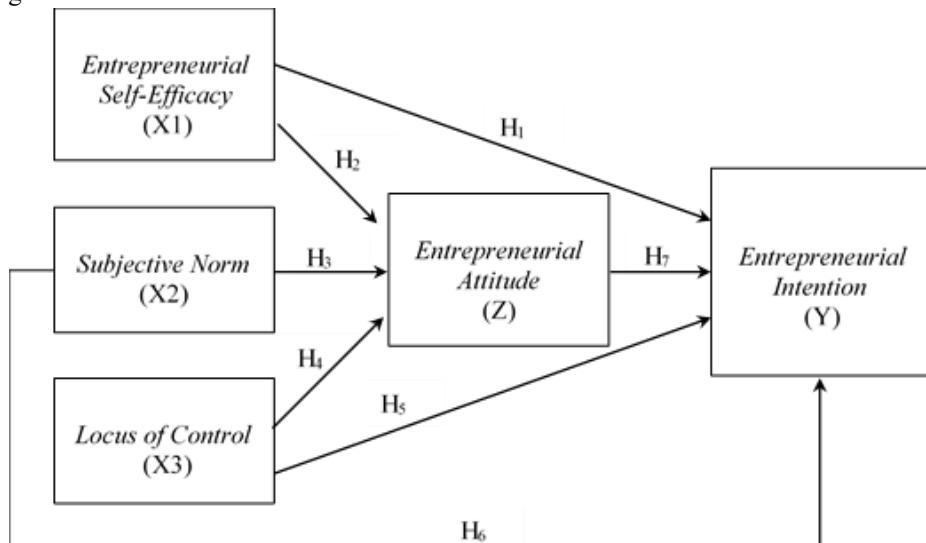


Figure 1. Research Design

Based on Figure 1 above, this study is categorized as descriptive explanatory research, which aims to describe and explain the influence among the variables examined. The descriptive component involves explaining and analyzing the research variables, namely Self Confidence (X1), Family Support (X2), Motivation (X3), Entrepreneurship Education (Z), and Entrepreneurial Interest (Y). The explanatory component refers to identifying causal relationships among these variables through hypothesis testing.

The causal relationships include the direct effects of Self Confidence (X1), Family Support (X2), and Motivation (X3) on Entrepreneurship Education (Z), as well as the indirect effects of Self Confidence (X1), Family Support (X2), and Motivation (X3) on Entrepreneurial Interest (Y) through Entrepreneurship Education (Z) among students at Universitas Negeri Makassar.

This research design is also grounded in COR theory and JD-R theory, as well as relevant previous studies. Accordingly, the researcher formulates both direct and indirect effect hypotheses for this study. A clearer overview of these hypotheses is presented in the summary table below.

Table 1. Summary of Hypotheses

Hypothesis	Information
H1	Kepercayaan diri berpengaruh positif dan langsung terhadap minat wirausaha
H2	Kepercayaan Diri berpengaruh positif dan langsung terhadap pendidikan kewirausahaan
H3	Dukungan keluarga berpengaruh positif dan langsung terhadap pendidikan kewirausahaan
H4	Motivasi berpengaruh positif dan langsung terhadap pendidikan kewirausahaan
H5	motivasi berpengaruh positif dan langsung terhadap minat wirausaha
H6	Dukungan keluarga berpengaruh positif dan langsung terhadap minat wirausaha
H7	Pendidikan kewirausahaan berpengaruh positif dan langsung terhadap minat wirausaha
H8	Kepercayaan diri berpengaruh positif dan tidak langsung terhadap minat wirausaha terhadap pendidikan kewirausahaan
H9	Dukungan keluarga berpengaruh positif dan tidak langsung terhadap minat wirausaha melalui pendidikan kewirausahaan
H10	Motivasi berpengaruh positif dan tidak langsung terhadap minat wirausaha melalui pendidikan kewirausahaan

Based on Table 1 above, this study includes seven hypotheses. These hypotheses examine the direct effect of Self Confidence (X1) on Entrepreneurial Interest (Y), the direct effect of Self Confidence (X1) on Entrepreneurship Education (Z), the effect of Family Support (X2) on Entrepreneurship Education (Z), the direct effect of Motivation (X3) on Entrepreneurship Education (Z), the direct effect of Motivation (X3) on Entrepreneurial Interest (Y), the effect of Family Support (X2) on Entrepreneurial Interest (Y), and the direct effect of Entrepreneurship Education (Z) on Entrepreneurial Interest (Y). Additionally, the hypotheses test the indirect effect of Self Confidence (X1) on Entrepreneurial Interest (Y) through Entrepreneurship Education (Z), the indirect effect of Family Support (X2) on Entrepreneurial Interest (Y) through Entrepreneurship Education (Z), and the indirect effect of Motivation (X3) on Entrepreneurial Interest (Y) through Entrepreneurship Education (Z).

2.2 Population and Sample

The population in this study consists of all active students at Universitas Negeri Makassar who are enrolled in entrepreneurship education courses across various study programs. The sample was selected using a Proportional Random Sampling method, and the Slovin formula was applied to determine the sample size, resulting in a total of 121 respondents.

2.3 Data Collection

Data collection was conducted by identifying the research subjects, namely all students of Universitas Negeri Makassar, and distributing a questionnaire. The instrument used was a closed questionnaire administered digitally

through Google Forms, and responses were measured using a Likert scale. The Likert scale consisted of five response options: Strongly Disagree (1), Disagree (2), Moderately Agree (3), Agree (4), and Strongly Agree (5). The data were then analyzed using the Statistical Package for the Social Sciences, commonly known today as Statistical Product and Service Solutions (SPSS) version 26. The data analysis techniques employed in this study included descriptive statistical analysis, classical assumption tests, and path analysis.

3. RESULTS AND DISCUSSION

3.1 Testing Hypotheses

Hypothesis testing is conducted to examine the direct and indirect effects of exogenous variables on the endogenous variable. A hypothesis is accepted or rejected based on the criterion that if the p value is less than 0.05, H0 is rejected, indicating that the obtained regression coefficient is significant. The results of the direct and indirect effect hypothesis testing can be seen in the following table:

Table 2. Results of Testing Indirect Hypotheses

Variabel	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	-1.538	1.301		-1.182	,239
Self-Confidence	,528	,096	,383	5.505	,000
Family Support	,081	,105	,056	,769	,443
Motivation	,612	,101	,393	6.077	,000
Entrepreneurship Education	,262	,112	,185	2.345	,021
R square	.793				
e1	0,560				

The error term (e1) is obtained using the following formula:

$$e1 = 1 - R^2 = \sqrt{1 - 0,793} = 0,454$$

The structural equation for Y is as follows

$$Y = \beta_4 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_7 Z + e_2$$

$$Y = ,383 X_1 + ,056 X_2 + ,393 X_3 + ,185 Z + 0,454$$

The coefficient of determination of 0.454 indicates that the direct effects of self confidence, family support, motivation, and entrepreneurship education on the dependent variable entrepreneurial interest (Y) amount to 45.4 percent, while the remaining 54.6 percent is influenced by other variables outside the model or beyond the scope of this study.

Table 3. Results of Testing Direct Hypotheses

Variabel	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	-1,362	1.067		-1.276	,204
Self-Confidence	,193	,077	,198	2.497	,014
Family Support	,319	,082	,313	3.899	,000
Motivation	,501	,069	,457	7.257	,000
R square	.713				
e1	0,858				

The error term (e2) is obtained using the following formula:

$$e2 = 1 - R^2 = \sqrt{1 - 0,713} = 0,535$$

The structural equation for Z is as follows:

$$Z = \beta_4 X_1 + \beta_5 X_2 + \beta_6 X_3 + e_1$$

$$Z = ,198 X_1 + ,313 X_2 + ,457 X_3 + 0,535$$

The coefficient of determination of 0.535 indicates that the direct effects of self-confidence, family support, and motivation on the entrepreneurship education variable amount to 53.5 percent, while the remaining 46.5 percent is influenced by other variables outside the model or beyond the scope of this study.

Self-confidence has a positive and significant effect on entrepreneurship education through entrepreneurial interest.

Indirect effect:

$$\begin{aligned}
 &= X_1 \rightarrow Z \rightarrow Y \\
 &= \beta_4 \times \beta_7 \\
 &= 0,198 \times 0,185 \\
 &= 0,036
 \end{aligned}$$

Family support has a positive and significant effect on entrepreneurship education through entrepreneurial interest.

Indirect effect:

$$\begin{aligned}
 &= X_2 \rightarrow Z \rightarrow Y \\
 &= \beta_5 \times \beta_7 \\
 &= 0,313 \times 0,185 \\
 &= 0,057
 \end{aligned}$$

Motivation has a positive and significant effect on entrepreneurship education through entrepreneurial interest.

Indirect effect:

$$\begin{aligned}
 &= X_3 \rightarrow Z \rightarrow Y \\
 &= \beta_6 \times \beta_7 \\
 &= 0,457 \times 0,185 \\
 &= 0,084
 \end{aligned}$$

H1: The effect of Self Confidence on Entrepreneurial Interest shows a significance value of $0.000 < 0.05$ and a Beta value of 0.383. Based on these results, H1 is accepted.

H2: The effect of Self Confidence on Entrepreneurship Education shows a significance value of $0.014 < 0.05$ and a Beta value of 0.198. Based on these results, H2 is accepted.

H3: The effect of Family Support on Entrepreneurship Education shows a significance value of $0.000 < 0.05$ and a Beta value of 0.313. Based on these results, H3 is accepted.

H4: The effect of Motivation on Entrepreneurship Education shows a significance value of $0.000 < 0.05$ and a Beta value of 0.457. Based on these results, H4 is accepted.

H5: The effect of Motivation on Entrepreneurial Interest shows a significance value of $0.000 < 0.05$ and a Beta value of 0.393. Based on these results, H5 is accepted.

H6: The effect of Family Support on Entrepreneurial Interest shows a significance value of $0.443 > 0.05$ and a Beta value of 0.056. Based on these results, H6 is accepted.

H7: The effect of Entrepreneurship Education on Entrepreneurial Interest shows a significance value of $0.021 < 0.05$ and a Beta value of 0.185. Based on these results, H7 is accepted.

H8: The effect of Self Confidence on Entrepreneurial Interest through Entrepreneurship Education shows a Beta value of 0.419. Based on this result, H8 is accepted.

H9: The effect of Family Support on Entrepreneurial Interest through Entrepreneurship Education shows a Beta value of 0.113. Based on this result, H9 is accepted.

H10: The effect of Motivation on Entrepreneurial Interest through Entrepreneurship Education shows a Beta value of 0.477. Based on this result, H10 is accepted.

3.2 Analisis Jalur (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 $X_1 \rightarrow Y$	0,383	-	0,383
Influence $X_2 \rightarrow Y$	0,056	-	0,056
Influence $X_3 \rightarrow Y$	0,393	-	0,393
Influence $X_1 \rightarrow Z$	0,198	-	0,198
Influence $X_2 \rightarrow Z$	0,313	-	0,313
Influence $X_3 \rightarrow Z$	0,457	-	0,457
Influence $Z \rightarrow Y$	0,185	-	0,185

Influence X1 → Z → Y	0,383	0,036	0,419
Influence X2 → Z → Y	0,056	0,057	0,113
Influence X3 → Z → Y	0,393	0,084	0,477

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

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_7 Z + e_2$$

$$Y = 0,383 X_1 + 0,056 X_2 + 0,393 X_3 + 0,185 Z + 0,560$$

$$Z = \beta_4 X_1 + \beta_5 X_2 + \beta_6 X_3 + e_1$$

$$Z = 0,198 X_1 + 0,313 X_2 + 0,457 X_3 + 0,858$$

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

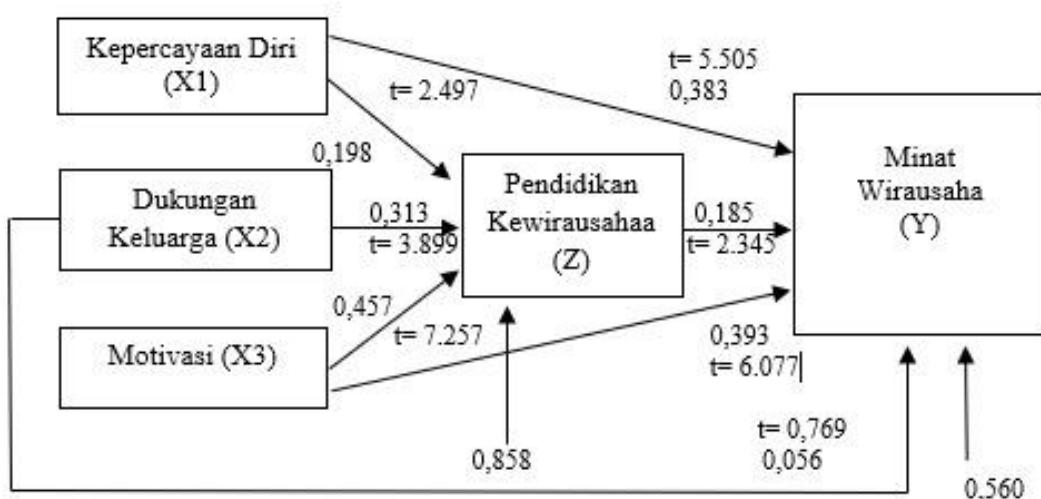


Figure 2. Path Analysis Model

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

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

Interpretation (R^2) determination as follows:

$$R^2 = 1 - (0,560^2) (0,858^2) = 1 - 0,230 = 0,770$$

Based on the coefficient of determination above, the direct and indirect effects amount to 0.770 or 77.0 percent. In other words, 77.0 percent of the information contained in the data is explained by the model, while the remaining 23.0 percent is explained by variables outside the model or beyond the scope of this study.

3.3 Discussion

The Influence of Self Confidence on Entrepreneurial Interest among Students at Universitas Negeri Makassar

The results of this study indicate that there is a positive and significant relationship between Self Confidence and Entrepreneurial Interest among students at Universitas Negeri Makassar. Self-confidence is an important aspect of human personality (Shelemo, 2023). It represents a unique and valuable component of an individual's life. Some individuals who initially perceive themselves as highly confident may suddenly feel that their confidence is not as strong as they previously believed, leading them to experience insecurity and view the world as an unsafe and challenging environment. High levels of self-confidence help students develop positive attitudes toward their abilities and reduce susceptibility to external influence (Arsana, 2024). Tanjung dan Amelia (2017) explain that self-confidence is an attitude or belief in one's own abilities, enabling individuals to act without excessive anxiety, feel free to engage in desired activities, take responsibility for their actions, interact courteously with others, maintain high achievement motivation, and recognize their own strengths and weaknesses.

Self-confidence plays a crucial role in fostering students' entrepreneurial interest. It enables individuals to believe in their abilities, face challenges with optimism, and behave positively in risk prone environments such as

entrepreneurial settings. This attitude reflects a stable sense of assurance that allows individuals to take action independently and responsibly, which is highly relevant when initiating and managing a business.

The Influence of Self Confidence on Entrepreneurship Education among Students at Universitas Negeri Makassar

The findings of this study also show a positive and significant relationship between Self Confidence and Entrepreneurship Education among students at Universitas Negeri Makassar. Self-confidence serves as a key factor in shaping students' interest, motivation, and capacity to understand and apply entrepreneurial concepts. Individuals with higher levels of self-confidence are more inclined to take risks, demonstrate creativity, and overcome challenges, all of which are essential characteristics of entrepreneurship (Ilham Abu et al., 2023). According to Ekawarna et al., (2022) entrepreneurship education aims not only to enhance business knowledge but also to develop entrepreneurial attitudes, mindsets, and character, including the courage to innovate and take initiative. The combination of effective entrepreneurship education and strong student self-confidence equips individuals to become competent and independent entrepreneurs in the future.

The Influence of Family Support on Entrepreneurship Education among Students at Universitas Negeri Makassar

The findings of this study indicate a positive and significant relationship between Family Support and Entrepreneurship Education among students at Universitas Negeri Makassar. According to Fitriani & Hermawan (2024) the family serves as the initial environment that shapes an individual's mental, social, and emotional development. This is highly relevant to fostering students' entrepreneurial interest, as they are often inspired by the examples and motivation provided by family members, particularly parents. Family support may include not only moral encouragement but also financial assistance and entrepreneurial skill development, all of which can motivate students to initiate their own ventures. Research suggests that the more conducive the family environment, the greater the likelihood that students will develop a positive entrepreneurial attitude (Setiawan & Sukanti, 2016). Therefore, entrepreneurship education offered at universities must be accompanied by a supportive family environment to produce graduates who are not only ready to work as employees but also capable of creating job opportunities through entrepreneurship. Strong family support helps students overcome the challenges of starting a business, while entrepreneurship education equips them with practical knowledge and skills. Together, these factors create a synergy that enhances entrepreneurial development among university students.

The Influence of Motivation on Entrepreneurship Education among Students at Universitas Negeri Makassar

The empirical findings demonstrate a significant relationship between Motivation and Entrepreneurship Education among students at Universitas Negeri Makassar. According to Sari et al., (2021) motivation plays a crucial role in encouraging students to engage more actively in entrepreneurship education and to develop their entrepreneurial interest. Studies have shown that high motivation can increase student participation in entrepreneurship programs and strengthen their intention to start a business after graduation. Moreover, research indicates that entrepreneurship education not only provides foundational knowledge but also shapes positive attitudes and creativity that help students overcome challenges in the business world. Strong motivation, combined with relevant education, can enhance students' confidence to run their own ventures (Ngundiat & Fitrayati, 2020; Azis & Isma, 2024; Bado et al., 2025). The results of this study highlight the importance of developing motivation within the context of entrepreneurship education at UNM to prepare students to face entrepreneurial challenges and contribute actively to job creation.

The Influence of Motivation on Entrepreneurial Interest among Students at Universitas Negeri Makassar

The empirical findings reveal a significant relationship between Motivation and Entrepreneurial Interest among students at Universitas Negeri Makassar. Ilham Abu et al., (2023) state that strong motivation plays a key role in increasing students' interest in entrepreneurship. Entrepreneurial motivation acts as a driving force that encourages individuals to engage in entrepreneurial activities. According to Ariyanti (2018) an important factor in this context is self-efficacy, which refers to students' belief in their ability to start and manage their own businesses. This sense of confidence is closely associated with increased entrepreneurial interest. In addition, intrinsic motivation, which drives individuals to pursue entrepreneurship due to personal needs such as financial independence or the desire for self-expression through innovation, also contributes to the enhancement of

entrepreneurial interest. The stronger the motivation, the greater the likelihood that students will attempt to become entrepreneurs. Overall, these findings indicate that positive motivational factors can create an environment that supports students in initiating business ventures, even though challenges such as fear of failure may still arise. With adequate motivation, students become better prepared to face risks and seize entrepreneurial opportunities (Dewi et al., 2016).

The Influence of Family Support on Entrepreneurial Interest among Students at Universitas Negeri Makassar

The empirical findings of this study show that Family Support has a significant influence on the Entrepreneurial Interest of students at Universitas Negeri Makassar. Research indicates that a supportive family environment can enhance students' interest in entrepreneurship. This support may come in the form of moral, emotional, or material assistance that motivates students to pursue a career as entrepreneurs. According to Trianziani (2020) family support strengthens students' confidence in their ability to manage a business and face potential challenges. When families provide positive encouragement and serve as role models, students feel more motivated to start their own ventures. This aligns with studies showing that parents who have entrepreneurial backgrounds or who strongly support their children's entrepreneurial aspirations tend to increase the likelihood that their children will develop an interest in entrepreneurship. Family support is not limited to moral and emotional aspects; it may also include financial assistance and access to resources needed to start a business (Astuti, 2021). At Universitas Negeri Makassar, in addition to family support, the entrepreneurship curriculum offered also helps students develop entrepreneurial interest, although challenges in obtaining stronger family support still persist.

The Influence of Entrepreneurship Education on Entrepreneurial Interest among Students at Universitas Negeri Makassar

Based on the results of this study, Entrepreneurship Education has a positive and significant influence on the Entrepreneurial Interest of students at Universitas Negeri Makassar. Entrepreneurship education in higher education functions to equip students with the knowledge and skills required to run a business. This knowledge includes creativity, innovation, and strategies for identifying and utilizing available business opportunities (Fajar et al., 2020). Entrepreneurship education not only enhances theoretical understanding but also provides opportunities for practical application through discussions, simulations, and hands-on training (Inanna et al., 2020). In the context of Universitas Negeri Makassar, as with many other universities, entrepreneurship education has been shown to encourage students to develop interest and involvement in entrepreneurial activities. This occurs because entrepreneurship education enables students to better understand the challenges and opportunities of starting a business, while also strengthening their confidence in initiating their own ventures. Tri Atmaja & Margunani (2016) emphasize the importance of continuously integrating entrepreneurship education into university curricula as an effort to increase the number of creative and innovative young entrepreneurs who can contribute to economic development.

The Influence of Self Confidence on Entrepreneurial Interest through Entrepreneurship Education among Students at Universitas Negeri Makassar

Based on the findings of this study, Self Confidence has a positive and significant influence on Entrepreneurial Interest through Entrepreneurship Education among students at Universitas Negeri Makassar. According to Putra (2017) self-confidence, which reflects an individual's belief in their own abilities, plays an important role in increasing entrepreneurial interest. Students with higher levels of self-confidence tend to be more willing to take risks and initiate new ventures. Entrepreneurship education strengthens this relationship because it not only provides theoretical knowledge but also shapes entrepreneurial attitudes and mindsets. In this regard, entrepreneurship education can enhance students' confidence in facing entrepreneurial challenges, which in turn increases their interest in entrepreneurship (Putri, 2021). Overall, entrepreneurship education is expected to create an environment that supports students' personal development, including strengthening their self confidence in starting and managing a business. This demonstrates the importance of integrating entrepreneurial theory with the development of positive attitudes in the business world, helping students identify business opportunities and overcome fear of failure.

The Influence of Family Support on Entrepreneurial Interest through Entrepreneurship Education among Students at Universitas Negeri Makassar

Based on the findings of this study, Family Support mediated by Entrepreneurship Education has an empirical influence on the Entrepreneurial Interest of students at Universitas Negeri Makassar. The results indicate that strong family support can enhance students' entrepreneurial interest. This influence is closely related to the motivation provided by family members, whether in the form of moral encouragement or material assistance, which strengthens students' confidence in starting a business. Entrepreneurship education, in turn, provides the knowledge and skills necessary to become an entrepreneur, and when supported by a positive family environment, it further increases students' likelihood of pursuing entrepreneurial activities (Shelemo, 2023). Previous studies have shown that entrepreneurship education significantly affects entrepreneurial interest. Such education not only delivers theoretical concepts but also offers practical experience that enables students to better understand the challenges and opportunities of the business world. Family support, particularly from parents who own a business or strongly encourage entrepreneurial activities, can reinforce students' self-confidence and provide additional motivation to engage in entrepreneurship (Lusia & Pamikatsih, 2021). Furthermore, family support fosters an environment conducive to the development of entrepreneurial character. A family climate that encourages initiative and creativity helps shape positive entrepreneurial attitudes, which subsequently strengthens students' interest in starting a business after completing their studies.

The Influence of Motivation on Entrepreneurial Interest through Entrepreneurship Education among Students at Universitas Negeri Makassar

According to the results of this study, Motivation mediated by Entrepreneurship Education has a significant empirical influence on the Entrepreneurial Interest of students at Universitas Negeri Makassar. Entrepreneurship education provides the knowledge and skills needed to manage a business, while motivation functions as an internal driving force that encourages students to pursue entrepreneurial activities. Entrepreneurship education shapes students' mindsets, allowing them to view opportunities and challenges in the business world more positively. For instance, the study conducted by Nurikasari et al., (2016) found that entrepreneurship education significantly influences students' entrepreneurial interest, although creativity also plays an essential role in fostering entrepreneurial motivation.

Further research indicates that entrepreneurial motivation, whether in the form of intrinsic motivation or the desire for financial independence, directly enhances students' interest in starting a business. Thus, through entrepreneurship education that offers practical insights and skills, combined with strong motivation to overcome entrepreneurial challenges, students at Universitas Negeri Makassar become more inclined to engage in entrepreneurial activities. This creates a positive impact on the development of entrepreneurship among students, which in turn can contribute to reducing unemployment levels among university graduates.

4. CONCLUSIONS AND RECOMMENDATIONS

Based on the results and discussion, it can be concluded that both directly and indirectly, Self Confidence, Family Support, Motivation, and Entrepreneurship Education have a significant influence on Entrepreneurial Interest among students at Universitas Negeri Makassar. Overall, the findings show a combined direct and indirect effect of 0.770 or 77.0 percent, indicating that 77.0 percent of the information contained in the data is explained by the research model, while the remaining 23.0 percent is explained by variables outside the model or beyond the scope of this study. These results demonstrate that higher levels of self-confidence, family support, and motivation positively influence entrepreneurship education as an intervening variable, which in turn contributes to shaping students' entrepreneurial interest at Universitas Negeri Makassar.

Based on the findings of this study, the researcher proposes several recommendations. First, this research may serve as a source of information or reference for educators and lecturers in guiding and supporting students in the development of entrepreneurial skills. Students are encouraged to further deepen their competencies in business management so that they do not solely focus on the products they create but are also capable of conducting product marketing activities and making decisions related to business evaluation for the purpose of business growth. Lastly, future researchers are advised to expand and refine this study by incorporating additional variables and developing more advanced research methods.

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