



Do Family Environment and Entrepreneurship Learning among Students Contribute to Entrepreneurial Interest through Self Efficacy as an Intervening Variable?

Andika Isma^{1*}, M. Yusri², Syamsul Bahri³, Indah Wati⁴, Adrie Oktavio⁵

¹Universitas Negeri Makassar | email: andika.isma@unm.ac.id

²Universitas Karya Dharma Makassar | email: myusrirk@gmail.com

³Universitas Karya Dharma Makassar | email: syamsulancu0410@gmail.com

⁴Universitas Islam Negeri Sultan Syarif Kasim Riau | email: indahwati@uin-suska.ac.id

⁵Universitas Ciputra Surabaya | email: adrie.oktavio@ciputra.ac.id

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ABSTRACT

This study examines the effect of the family environment and entrepreneurship learning on entrepreneurial interest, with self-efficacy as an intervening variable. The method used in this study is a quantitative method. In this study, we also used a survey method with a questionnaire or Koesener as a data collection instrument. The research population consisted of 427 students in the Faculty of Economics and Business majoring in entrepreneurship. The sampling technique used was a proportional random sampling technique, which was calculated using Slovin with a sample size of 84 respondents or 22% of the total population. The research method used in this study was quantitative. This research showed that self-efficacy, family environment, and entrepreneurial learning affect entrepreneurial interest. If students have self-efficacy, a good family environment, and the desire to experience high entrepreneurial learning, this will also increase their interest in entrepreneurship.

Corresponding Author:

Andika Isma
Universitas Negeri Makassar
Email: andika.isma@unm.ac.id

1. INTRODUCTION

Family environment plays an important role in shaping individual interests in entrepreneurship. Research has shown that a person's family background and education can significantly influence their interest in entrepreneurship (Mahardhika et al., 2023). A family environment can encourage or inhibit a person's interest in entrepreneurship. For example, a family that values entrepreneurship and encourages its members to pursue entrepreneurial ventures is likely to foster entrepreneurial interest among its members. On the other hand, a family that discourages entrepreneurship may inhibit an individual's interest in entrepreneurship (Royyan & Pahlevi, 2022).

The support and encouragement provided by the family can also affect an individual's interest in entrepreneurship. Such support can come in many forms, such as financial support, emotional support and mentoring. For example, if the family provides financial support to someone who wants to start an entrepreneurial venture, this can help reduce financial constraints and increase the likelihood of success. Similarly, emotional support can help individuals overcome fear of failure and stay motivated. In addition, mentoring from family members with entrepreneurial experience can provide valuable guidance and advice. Thus, the support and encouragement provided by the family can positively influence an individual's interest in entrepreneurship. Family culture and values can also play an important role in shaping individual interest

in entrepreneurship (Ozaralli & Rivenburgh, 2016). Families that value risk-taking, innovation and independence are likely to foster entrepreneurial interest among their members. Similarly, families that encourage their members to take responsibility for their actions and decisions can help develop an entrepreneurial mindset.

Formal education has been shown to have a positive influence on entrepreneurial interest, with studies showing a correlation between higher levels of education and a greater inclination towards entrepreneurship. This suggests that exposure to entrepreneurship-related concepts and practices in a formal educational setting may contribute to the development of entrepreneurial interest. In particular, vocational schools have been identified as a potential avenue for promoting entrepreneurship, with research showing that vocational school students are more likely to show interest in entrepreneurship than non-vocational school students (Tahir, 2023). By equipping students with the necessary knowledge and skills to pursue entrepreneurial ventures, vocational schools can help cultivate an entrepreneurial mindset and foster greater interest in entrepreneurship.

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

Programs and initiatives that aim to encourage entrepreneurship, such as entrepreneurship training and development programs, can also have a significant impact on entrepreneurial interests (Noviasari et al., 2018). These programs can equip individuals with the knowledge, skills, and resources needed to run an entrepreneurial venture as well as opportunities to network with other entrepreneurs and gain exposure to potential investors. By equipping individuals with the necessary tools and support to succeed as entrepreneurs, these programs can help foster a greater interest in entrepreneurship and increase the likelihood of entrepreneurial venture success. In addition, family environment has been identified as an important factor in predicting entrepreneurial interest, with research suggesting that exposure to entrepreneurial experiences in the family can contribute to the development of entrepreneurial interest (Agusmiati & Wahyudin, 2018). By providing a supportive and encouraging environment for entrepreneurship, families can help foster an entrepreneurial mindset and a greater interest in entrepreneurship.

Self-efficacy is defined as an individual's belief in their ability to perform certain tasks or achieve certain goals. In the context of entrepreneurship, self-efficacy plays an important role in determining an individual's interest in starting a business. Research has shown that individuals with high self-efficacy are more likely to pursue entrepreneurial ventures and are more resilient in the face of challenges and setbacks (Bullough et al., 2014; Santoro et al., 2020). Therefore, it is important to understand the role of self-efficacy as an intervening variable in the relationship between family environment and entrepreneurial interest.

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

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

2. METHODOLOGY

This study uses a quantitative approach with several variables that will be tested for influence on the results of data in the form of numbers. Quantitative research involves testing objective theories by analyzing the relationships between variables (Creswell, 2014). This type of quantitative research always has descriptive questions about the dependent and independent variables, and questions about the relationship

between the dependent and independent variables. The hypotheses were tested using Path Analysis. The research design was as follows:

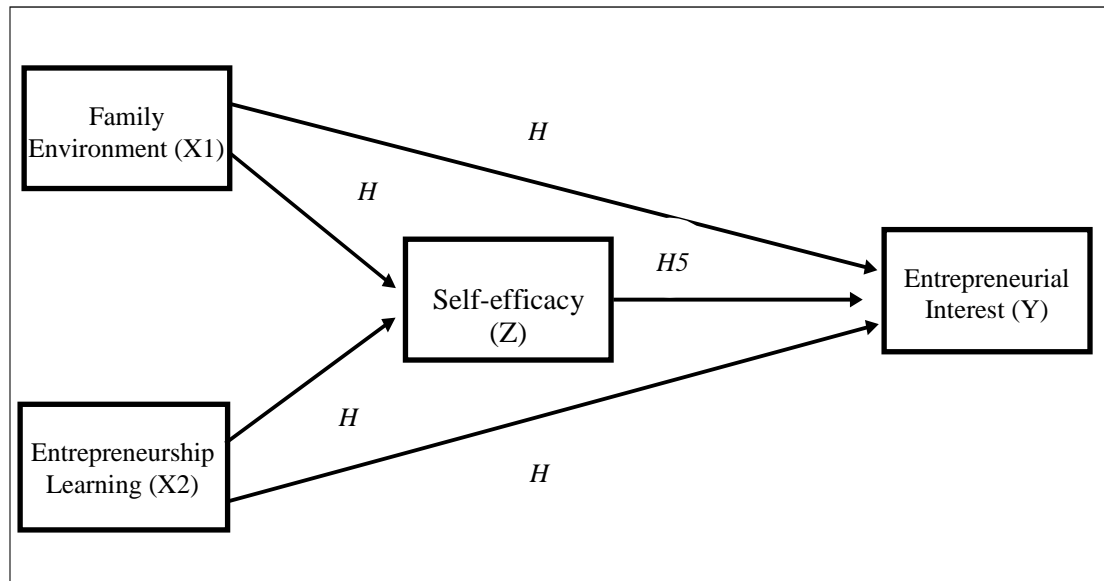


Figure 1. Research Design

Based on Figure 1, this research is a descriptive explanatory study that describes the influence of the variables studied. Descriptive means explaining and analyzing the research variables, namely family environment (X1), entrepreneurship learning (X2), entrepreneurial interest (Y), and self-efficacy (Z). Ekplanasi refers to the causal influence of research variables through hypotheses. The causal effect is the direct influence of family environment (X1) and entrepreneurship learning (X2) self-efficacy (Z). In addition to the effect of the family environment (X1), entrepreneurship learning (X2) on entrepreneurial interest (Y) through entrepreneurial interest (Z) entrepreneurship students at Universitas Negeri Makassar.

This research design is also based on COR and JD-R theories, as well as relevant previous research. Therefore, in this study, researchers hypothesized direct and indirect effects. More details can be found in the following hypothesis summary table.

Table 1. Hypothesis Summary

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

Based on Table 1, this study has seven hypotheses. The hypotheses test the direct effect of family environment (X1) on entrepreneurial interest (Y), the direct effect of family environment (X1) on self-efficacy (Z), the effect of entrepreneurship learning (X2) on self-efficacy (Z), the use of social media on entrepreneurial interest (Y), the indirect effect of family environment (X1) on entrepreneurial interest (Y), self-efficacy (Z), and the indirect effect of entrepreneurship learning (X2) on entrepreneurial interest (Y) through self-efficacy (Z).

The population in this study were all female students from the entrepreneurship study program of the Faculty of Economics and Business, Universitas Negeri Makassar, where the 2019 batch of students totaled 35 people, the 2020 batch was 70 people, the 2021 batch was 76 people, the 2022 batch was 100 people and

the 2023 batch was 146 people, so the total number of students was 427 people. The sampling technique used was a Proportional Random Sampling technique, which was calculated using Slovin with a sample size of 84 respondents or 22% of the total population. The number of samples used was taken from the Slovin formula, as follows:

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{427}{1 + 427(0,01)^2}$$

$$n = 81,024$$

Description:

n : Number of Samples

N : Total Population

e : Error Rate of 10% or 0.1

From this formula, it can be seen that the minimum sample size that can be used is $n = 81$. However, the researcher got 84 responses were obtained.

Data collection was carried out by determining the research subjects, namely, all students of the entrepreneurship study program at the Faculty of Economics and Business, Universitas Negeri Makassar, using a questionnaire. The questionnaire used was a closed questionnaire using digital media, often called the Google form, while the Likert scale was used. Scoring was done using a Likert scale with five alternative answers: Strongly Disagree, 1; disagree, 2; Moderately Agree, 3; agree, 4; and Strongly Agree, 5. Furthermore, the data were 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 consisted of descriptive statistical data, classical assumption tests, and path analysis.

3. RESULT

3.1 Hypothesis Testing

Hypothesis testing was used to examine the effect of exogenous variables directly and indirectly on endogenous variables. The hypothesis is accepted or rejected based on the criteria that if the p-value < 0.05 , then H_0 is accepted, or it is stated that the regression coefficient obtained is significant. The results of the hypothesis testing of direct and indirect effects are shown in the following table:

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

a. Predictors: (Constant), Self-Efficacy, Entrepreneurship Learning, Family Environment

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

a. Dependent Variable: Entrepreneurial Interest

To obtain the effect of the error (e_2), the following formula was used:

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

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

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

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

Model Summary

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

a. Predictors: (Constant), Family Environment, Entrepreneurship Learning

To obtain the effect of the error (e_2), the following formula was used:

Coefficients^a

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

a. Dependent Variable: Self-Efficacy

$$e_2 = 1 - R^2 = \sqrt{1 - 0,563} = 0,0661$$

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

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

The coefficient of determination of 0.0661 shows the direct effect of entrepreneurship education and the use of social media on the variable Z Entrepreneurial motivation by 066.1% while 33.9% is influenced by other variables outside the model or this study.

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

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

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

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

H1: The effect of family environment on self-efficacy has a significance value of $0.022 > 0.05$ and a beta value of 0.320. Based on these results, we conclude that H1 was rejected.

H2: The effect of the family environment on entrepreneurial interest has a significance value of $0.000 < 0.05$, and a beta value of 0.525. Based on these results, it can be concluded that H2 is accepted.

H3: The effect of entrepreneurship learning on entrepreneurial interest has a significance value of $0.537 > 0.05$ and a beta value of 0.061s. Based on these results it can be concluded that H3 is rejected.

H4: The effect of entrepreneurship learning on self-efficacy has a significance value of $0.000 < 0.05$ and a beta value of 0.328. Based on these results it can be concluded that H4 is accepted.

H5: The effect of self-efficacy on entrepreneurial interest has a significance value of $0.000 < 0.05$ and a beta value of 0.135. Based on these results, it can be concluded that H5 is accepted.

H:6 The effect of family environment on self-efficacy through entrepreneurial interest has a beta value of 0.386. Based on these results, it can be concluded that H8 was acceptable.

$$=0,525 \times 0,505= 0,265$$

$$=0,022+ 0,265= 0,287$$

H7: The effect of entrepreneurship learning on entrepreneurial interest through self-efficacy has a beta value of 0.15. Based on these results, it can be concluded that H9 is acceptable.

$$= 0,328 \times 0,505= 0,165$$

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

3.2 Path Analysis

The following are the results of the path analysis interpretation, which can be seen in Table 2.

Table 2. Path Analysis Results

Influence between Variables	Effect		Total
	Direct	Indirect	
Effect X1 → Y	0,320	-	0,320
Effect X1 → Z	0,525	-	0,525
Effect X2 → Y	0,061	-	0,061
Effect X2 → Z	0,328	-	0,328
Effect dari Z → Y	0,505	-	0,505
Effect from X1 →Y →Z	0,320	0,287	0,607
Effect from X2 →Y →Z	0,328	0,165	0,493

Based on the structure of this research model, the empirical equation is formulated as follows:

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

$$Y = 0,320X_1 + 0,525X_2+0,0505 + 0,686$$

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

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

The following are the results of path analysis in the form of diagrams

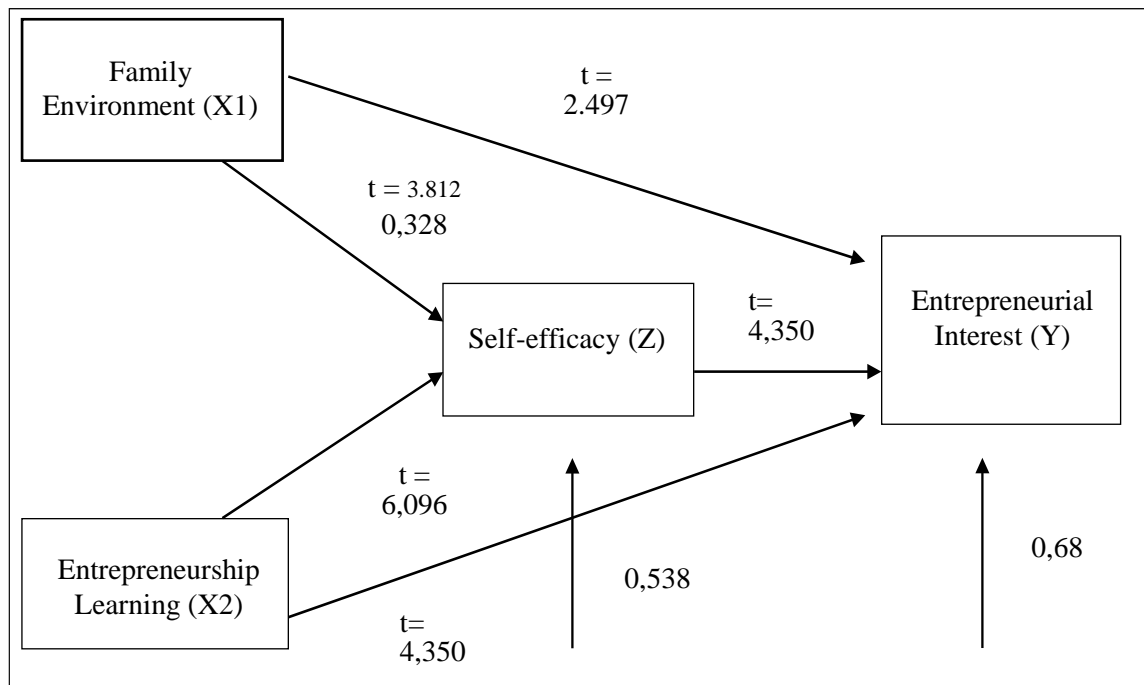


Figure 2. Model Results of Path Analysis

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

$$\text{Coefficient of determination: } R^2 = 1 - P_e^2 * P_e^2 \quad P_e x^2.$$

The interpretation of (R^2) determination is as follows:

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

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

Based on the coefficient of determination above, the direct and indirect effects are 0.865 or 86.5%; in other words, the information contained in the data (86.5%) is explained by the model. However (86.5%) is explained by the variables outside the model.

4. DISCUSSION

4.1 The Effect of family environment on entrepreneurial interest

Family environment plays an important role in educating children to foster interest in entrepreneurship. UNM students' interest in entrepreneurship is very influenced by the encouragement of parents. This is because parents can inspire their children, for example, by telling stories of successful entrepreneurs, thus fostering their interest in entrepreneurship. The family environment is a big contributor in fostering interest in student entrepreneurship. This is supported by research conducted by Indriyani & Subowo (2019), From the results of his research it can be concluded that the better the family environment, it will increase student entrepreneurship interest.

4.2 The Effect of family environment on self-efficacy

In addition to having a large influence on entrepreneurial interest, the family environment also plays a very important role in fostering the value of self-efficacy. Each parent has his own way of educating his child, including how to foster confidence in his child, one of which is by convincing his child to increase his self-efficacy. A good family environment will increase student self-efficacy, especially for students who have parents with a businessman or entrepreneur background.

This research is supported by the results of previous research by Dubois et al. (2019), who states that the family environment is the first environment that begins to have a deep influence on children. The child acquires all basic intellectual and social abilities from his family members (father, mother, and siblings). Every attitude, view, and opinion of parents or other family members will be used as examples by children in their behavior. In this case, the family environment as the first educational environment is important in shaping a child's personality pattern. In the family, children first gain knowledge of their values and norms.

4.3 The Effect of Entrepreneurship Learning on entrepreneurial interest

Entrepreneurship learning is a compulsory course at Universitas Negeri Makassar as the vision of this campus "UNM as a center for education, study and development, Education, Science, Technology, and Arts with Educational and Entrepreneurial Insights". It is very clear that Entrepreneurship is a vision that must be achieved by elements at this university. Thus, it can be concluded that the effect of entrepreneurship learning on entrepreneurial interest in entrepreneurship students in FEB UNM is very influential.

Entrepreneurship learning is an important contributor to fostering entrepreneurial interest (Mugiyatun & Muhammad, 2020). Good entrepreneurship education will foster a good interest in entrepreneurship; in contrast, if entrepreneurship education is not good, the interest generated will not be good.

4.4 The Effect of Entrepreneurship Learning on Self-Efficacy

Self-efficacy is related to an individual's belief that he is able to perform actions in accordance with the goal. Therefore, self-efficacy values need to be instilled during entrepreneurship learning because they can increase students' confidence in accordance with their competence to support them in achieving success. In addition to knowledge, students gain skills and experience. In entrepreneurship education applied in the FEB UNM Entrepreneurship study program itself, entrepreneurship learning is not just transferring knowledge, but students are also given assignments in the form of entrepreneurial practices so that student confidence increases because they can directly apply the knowledge in entrepreneurship they have gained. This statement is supported by the results of research by Mozahem & Adlouni (2020), where the results of their research show that students who have taken entrepreneurship education can increase their self-efficacy.

4.5 The Effect of Self-Efficacy on Entrepreneurial Interest

Self-efficacy is one of the individual's self-regulatory abilities, where an individual is able to convince himself herself or to do something, achieve goals, and plan something to achieve a goal or goal. Self-efficacy can encourage the performance of a person or student in various fields, including entrepreneurial interest.

Therefore, in opening a business, it is necessary to have confidence (self-efficacy) in one's ability to succeed, as proven by the research conducted by (Drnovšek et al. (2010) and Garaika et al. (2019). The results prove that self-efficacy has a positive and significant effect on Entrepreneurial Interest. This is evidenced by the t-significance value of 0.001, which meets the sig.<0.05 requirement. The coefficient of influence given is positive at 0.188, which means that the effect of self-efficacy on entrepreneurial interest is 0.188 (18.8 %), so it can be concluded that the effect of efficacy on student entrepreneurial interest is very influential, meaning that the higher the student's self-efficacy, the higher the student's entrepreneurial interest.

4.6 The Effect of Family Environment on Entrepreneurial Interest through Self-Efficacy

Fostering interest in entrepreneurship among the young generation of Indonesia, including students, is one solution to overcoming intellectual unemployment, which continues to increase due to the lack of awareness of the younger generation about creating their own jobs. The results of this study are also supported by previous research conducted by Zayyan and Nurkhin (2017), which states that there is a positive and significant effect of the family environment on interest in becoming a young entrepreneur through a self-efficacy of 65%. Self-efficacy can arise if students have a family environment in the high category; students who receive support from parents and the family environment are better prepared to become entrepreneurs. Thus, it can be concluded that the family environment has a major effect on entrepreneurial interest through students' self-efficacy.

4.7 The Effect of Entrepreneurship Learning on Entrepreneurial Interest through Self-Efficacy

Entrepreneurship learning is considered important and influential in the entrepreneurial interest of students. Having good entrepreneurial knowledge about everything related to entrepreneurship will certainly increase or shape students' interest in becoming entrepreneurs without having to pay attention to confidence and self-confidence. Entrepreneurship requires a willingness to take calculated risks to overcome obstacles to achieve expected success.

The results of this study are in line with those of Indriyani and Subowo (2019), which suggest that things that influence interest among individuals consist of general attitudes, personality, emotional values, and intelligence. The education obtained greatly influences students' interest in entrepreneurship. However, this knowledge is also influenced by the students' confidence in their ability to become entrepreneurs. Even though the education he has is very high, someone does not have the confidence to do entrepreneurship, he will not do entrepreneurship because of his doubts. Someone with entrepreneurial knowledge driven by self-belief or self-efficacy can become a provision for entrepreneurship (Osadolor et al., 2021). In addition, the self-confidence or self-efficacy that exists in a person strengthens that person's readiness for entrepreneurship.

4. CONCLUSION

Based on the results of the data analysis and discussion described in the previous chapter, the following conclusions were drawn. 1) There is an effect of self-efficacy on entrepreneurial interest, which means that students with high self-efficacy will be confident in their ability to run a business. 2) Family environment influences entrepreneurial interest. If students come from a family environment that supports and directs them to become entrepreneurs, their entrepreneurial interest will increase. 3) Learning through entrepreneurship influences entrepreneurial interests. The greater the desire of students to experience entrepreneurship learning, the greater their interest in entrepreneurship, because with entrepreneurship, someone is no longer bound by rules, not under the supervision of the boss, and more flexible in managing their own time and work. 4) Self-efficacy, family environment, and entrepreneurial learning affect entrepreneurial interest. If students have self-efficacy, a good family environment, and the desire to experience high entrepreneurial learning, this will also increase their interest in entrepreneurship.

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