



ANALYSIS OF FACTORS THAT INFLUENCE STUDENT ENTREPRENEURSHIP INTEREST IN THE DIGITAL ERA

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ABSTRACT

The purpose of this study is to analyze the factors that influence student entrepreneurial interest in the digital era. This research method is quantitative. The type of data used in the research is primary data. The population of this study were students of the management study program at Muhammadiyah University of Surakarta. The sample technique used in this study was purposive sampling. The number of samples in this study were 234 respondents. The method used for data collection is the questionnaire method. The data analysis technique used in this research is SEM PLS using Smart PLS tools. The results of this study are Entrepreneurship education has a negative and insignificant effect on entrepreneurial interest in UMS Management students. Self-efficacy has a positive and significant influence on entrepreneurial interest in UMS Management students. Digital literacy has a negative and insignificant effect on entrepreneurial interest in UMS Management students. The family environment has a positive and significant influence on the entrepreneurial interest of UMS Management students. Motivation has a positive and significant influence on the entrepreneurial interest of UMS Management students.

Keywords: Self-efficacy, family environment, digital literacy, entrepreneurial interest, motivation, entrepreneurship education.

A. INTRODUCTION

In the current digital era, the challenges in the world of work are getting tougher where the number of jobs available is far less than the number of graduates who leave each year, coupled with global competition making job competition more difficult because everyone has the same opportunity. Based on records from the Central Statistics Agency (BPS), the Open Unemployment Rate (TPT) in February 2023 was 5.45%, or a decrease of 0.38% compared to February 2022 (Badan Pusat Statistik, n.d.). Although the number is down from last year, it does not cover the fact that there are still many unemployed people out there who do not have jobs, college graduates also contribute to the unemployment rate in Indonesia every year. This shows that graduating from college, which is the highest level of education, does not guarantee someone has a job. Many countries around the world and even in every country in the world are also struggling with the same problem, namely unemployment because if the unemployment rate is too high, it can prevent a country from progressing and have a negative impact on the country's economic growth (Suryadi et al., 2024).

One way that can help in the economic development of the country is entrepreneurship (Suseno et al., 2023). With entrepreneurship, it can reduce the existing unemployment rate and can also create new jobs for others so that entrepreneurial activities are very important in increasing the economic growth of a country. But in fact, currently there are still many students who are less interested in entrepreneurship because they tend to be job seekers rather than job creators. Currently, the government is also active in encouraging young people to be active in entrepreneurship as a step in alleviating unemployment and poverty in Indonesia. The government also supports the entrepreneurship movement through universities in Indonesia by organizing a program called the Merdeka Entrepreneurship Program (WMK) which is part of the Independent Campus Program of the Indonesian Ministry of Education, Culture, Research and Technology which provides opportunities for students to develop themselves into prospective entrepreneurs outside of lecture classes (Rahayu & Anfajaya, 2020).

Universitas Muhammadiyah Surakarta as one of the universities in Indonesia as well as a partner of the Merdeka Campus program, especially the Faculty of Economics and Business, which plays a role as a provider of entrepreneurship education whose graduates are expected to become entrepreneurs. The Faculty of Economics and Business makes entrepreneurship one of the compulsory courses, especially for management majors, which has been developed into various types of business courses so that it is hoped that it can generate the entrepreneurial spirit of its students (Mardalis et al., 2021). However, the phenomenon of the lack of interest of FEB students, especially management students in entrepreneurship, is still relatively low, students only take courses for grades alone not to gain experience or deepen their knowledge so that they seem uninterested in entrepreneurship. Therefore, it is necessary to study again about what factors affect student interest in entrepreneurship. According to (Mardalis et al., 2023), factors that can influence entrepreneurial interest include characteristics (gender and age), environment (family environment, educational environment, technological environment, community environment), personality (extraversion, agreeableness, risk-taking, need for achievement, self-evaluation and self-efficacy (inner confidence) and entrepreneurial motives (work and channeling creative ideas) (Nabila, 2023)

In research by (Wildan Ardiansyah & Nilowardono, 2019) explained that there is a positive influence between entrepreneurship education and student entrepreneurial interest, they stated that to become an entrepreneur, it is necessary for someone to take entrepreneurship education because entrepreneurship education will make someone's interest higher in entrepreneurship. Other studies such as those conducted by (Nabila, 2023) also show positive results. However, in the research of Aziz et al. (2023) show different results that entrepreneurship education has a negative effect on entrepreneurial interest.

In addition to the importance of entrepreneurship education, self-efficacy factors can also affect student interest in entrepreneurship. Self-efficacy is a belief or belief in the ability to realize a certain goal (Nabila, 2023). Self-efficacy or confidence in starting a business is very important for every entrepreneur because the higher a person's self-efficacy, the more optimistic and motivated that person tends to be in achieving their goals. This is also supported by research conducted by Otache et al. (2022), Aziz et al. (2023), and Ikramullah et al. (2020) which states that self-efficacy has a significant effect on entrepreneurial interest, while research from Putry et al. (2020) showed the opposite result.

In today's digital era, digital literacy factors can also influence entrepreneurial interest. Digital literacy is the ability to use digital technology effectively to search, evaluate, process, and communicate information. Digital literacy is important for career development and entrepreneurship in an increasingly advanced digital era, as many businesses and jobs today use digital technology as part of their operations (Widayanto et al. 2023). Therefore, digital literacy is very important for aspiring entrepreneurs. However, research from Hidayat et al. (2023) and Wediawati & Sari (2023) showed the opposite result.

Environmental influence factors can also affect student interest in entrepreneurship, especially the family environment. The family environment itself is the initial environment that will guide a person in starting something, this is because in the family environment there is an influence that can improve the mental, physical and emotional development of all family members, so that the family environment greatly influences a person's interest (Asif & Asif, 2021). However, in the research of (Atha 'ammar & Kuswati, n.d.) showed the opposite result. The last factor that can influence entrepreneurial interest is motivation. Motivation is a drive or desire to fulfill the desire or desire to be achieved. In accordance with research conducted by (Naz et al., 2021) and Elfandi et al. (2021) which states that motivation has a positive effect on entrepreneurial interest.

The purpose of this study was to analyze of factors that influence student entrepreneurship interest in the digital era.

B. LITERATURE REVIEW

Theory of Planned Behavior)

Theory of Planned Behavior (TPB) is a psychological theory that explains the main determinants of planned behavior. This theory was developed by Icek Ajzen in 1991 as a development of the Theory of Reasoned Action (TRA) which he created with Martin Fishbein. Ajzen (1991) explains that there are 3 components that can influence individual intentions and behavior, including attitude, subjective norm, and perceived behavioral control (Rachmawati & Rahardi, 2023).

Hartono (2007) said that the main difference between TRA and TPB theory lies in their principle assumptions. The Theory of Action Thinking (TRA) argues that humans consistently perform actions based on conscious thought, i.e. individuals decide on their actions based on evaluating the information they have and considering the consequences of those actions either explicitly or implicitly. In contrast, the Theory of Planned Behavior (TPB) adds the concept that many of the behaviors performed by individuals are not fully controlled by themselves and so it is necessary to introduce the concept of perceptual behavioral control (Gungaphul & Devi Heeroo, 2022).

Interest in Entrepreneurship

The meaning of the word interest according to the Big Indonesian Dictionary (KBBI) is a high inclination, passion or desire. The tendency of a person who is interested in starting a business, which then organizes, manages, takes risks and develops the business he has created can be called entrepreneurial interest. Entrepreneurial interest arises from knowledge and information about entrepreneurship, directly related to its participation and in the context of seeking experience, until finally there is a desire to pay attention to the experience gained (Wajdi et al., 2019).

Entrepreneurship Education

Although it does not always produce an entrepreneur, entrepreneurship education is very important for everyone especially in this era of globalization where finding a job is difficult. The purpose of entrepreneurship education is to increase knowledge about entrepreneurship and change attitudes that may have an impact on intentions. This makes entrepreneurship education an important component in society especially for students (Ekawarna et al., 2022). According to (Pramesti & Kuswati, 2024), universities are one of the most suitable places to foster the spirit and spirit of young entrepreneurs, especially for students in increasing entrepreneurs in Indonesia. With efforts to increase entrepreneurs among undergraduates, of course, it can minimize the existing unemployment rate and even open up new opportunities for others (Gomes et al., 2022).

Self-efficacy

The ability to take action to solve problems and achieve desired goals is referred to as self-efficacy or self-efficacy (Thompson et al., 2019). Meanwhile, according to Wijaya et al. (2015) in Putry et al. (2020) said that in general, self-efficacy can be interpreted as a state in which a person feels confident that an action or behavior can be carried out easily or difficult, and considers the experiences and challenges faced by the individual (Rahmadani & Mardalis, 2022).

Digital Literacy

Digital literacy is the ability to find, analyze, process, and communicate information using digital technology. As the digital era advances and more and more jobs and businesses rely on

digital technology, digital literacy is essential for career advancement and entrepreneurship (Wahyono & Hutahayan, 2021). According to Nasrullah et al. (2017) the ability to use digital media, communication tools, or networks to find, evaluate, use, create, and use information in a healthy, wise, intelligent, careful, appropriate, and legal way to improve communication and interaction in everyday life is known as digital literacy (in Apidana, 2022).

Family Environment

According to Kharani (2014) the family environment is the environment where a child first gets education and guidance after they are born and in this process parents are the ones who are fully responsible. Including if parents have entrepreneurship in a certain field can generate their children's interest in entrepreneurship (in Gultom, 2021). The family environment is considered the main factor that determines the development of children in entrepreneurship and also affects a person's enthusiasm for entrepreneurship. If the family environment supports and encourages entrepreneurial interest, it can be a strong factor influencing individual decisions to start a business. Conversely, a family environment that does not support or even oppose entrepreneurial interest can be an obstacle in the development of interest and motivation. Parents in particular play an important role in shaping the future of their children in the family, which indirectly impacts their children's careers in the future, for example by encouraging their children to become entrepreneurs (Sucipto et al. 2022).

Motivation

In KBBI, the word motivation means an impulse that arises in a person consciously or unconsciously to take an action with a specific purpose or can also be defined as an effort that triggers a person's enthusiasm for action, pursues targets, and feels satisfaction after success. Motivation in entrepreneurship is defined as something that supports or encourages someone to carry out an activity and provides energy that leads to meeting needs, providing satisfaction or reducing imbalances by starting a business or business (Hashiguchi et al., 2021). In the context of entrepreneurial interest, motivation can come from various sources, such as self-interest, career goals, and psychological satisfaction.

Hypothesis Development

The Effect of Entrepreneurship Education on Student Entrepreneurial Interest

In the current era of globalization, entrepreneurship education is needed because of the increasing difficulty in finding work. As a result of entrepreneurship education, many new entrepreneurs will be produced. Understanding entrepreneurship is also very important because it will form the next generation of the nation's economy which is expected to become the backbone of the country later. So that with the results of the education that has been taught, it is hoped that it can create jobs rather than increase the number of unemployed after graduating from college (Ritonga et al., 2022).

Some previous studies, for example (Pappas et al., 2018) and (Tetep et al., 2022) which show that entrepreneurship education has a positive effect on student entrepreneurial interest.

H1: Entrepreneurship education has a significant effect on student entrepreneurship interest.

The Effect of Self-Efficacy on Student Entrepreneurial Interest

Self-efficacy is the belief that a person has the capacity to achieve certain goals (Nabila, 2023). An entrepreneur needs a soul or mind that is ready to face any risk, as well as a strong sense of confidence and responsibility to start a business.

Several previous studies, for example (Tang et al., 2022), (Rodinda & Eva, 2023), (Thompson et al., 2019), and (Long et al., 2021) which show that self-efficacy has a positive effect on student entrepreneurial interest.

H2: Self-efficacy has a significant effect on student entrepreneurial interest.

The Effect of Digital Literacy on Student Entrepreneurial Interest

In today's digital era, of course, the use of technology is increasingly important in supporting everyday life. Digitalization encourages every human being to be open to each other and does not feel like it has no boundaries (Saputro et al., 2023). The use of the internet is also inseparable in everyday life such as surfing social media, watching news, watching movies, and even looking for any ideas on the internet so that it can encourage innovation in various fields including business or business. Therefore, digital literacy is very important for aspiring entrepreneurs. Digital literacy refers to an individual's ability to search or individual knowledge in the use of digital technology to help sustain their business (Haliza, 2022)

Several previous studies, for example (Widayanto et al., 2023) and (Haliza, 2022) which show that digital literacy has a positive effect on student entrepreneurial interest.

H3: Digital literacy has a significant effect on students' entrepreneurial interest.

The Effect of Family Environment on Student Entrepreneurial Interest

A person's behavior depends on the family environment because it is the first and main environment that has the greatest influence on the development of a person's behavior. According to Safi'i et al. in Sandi & Nurhayati (2020) parents, in particular, play an important role in the influence of the family environment on the future of their children, they unintentionally shape their children's career interests including entrepreneurial tendencies (Widianingrum, 2020).

Some previous studies, for example (Aziz et al., 2023; Durin & Marwan, 2022; Nabila, 2023) which show that self-efficacy has a positive effect on student entrepreneurial interest.

H4: Family environment has a significant effect on students' entrepreneurial interest.

The Effect of Motivation on Student Entrepreneurial Interest

An impulse that encourages someone to act is referred to as motivation (Ritonga et al., 2022). If a prospective entrepreneur does not have motivation, then the business he wants will also not be achieved because he has no enthusiasm in realizing that desire and only wishful thinking. Motivation can also stimulate new innovative and creative ideas for aspiring entrepreneurs in developing businesses.

Some previous studies, for example (Ritonga et al., 2022) and (Kamal & Thooyibah, 2020) which show that self-efficacy has a positive effect on student entrepreneurial interest.

H5: Motivation has a significant effect on student entrepreneurial interest.

C. RESEARCH METHODS

This research uses quantitative research. Quantitative research methods are systematic research and are used to calculate data by making generalizations to the population under study (Kurniawan, 2016, p. 18).

The entire unit under study is called the population. Population is a group of people who have certain characteristics. Population is a collection of individuals, events, or objects that have certain characteristics (Kurniawan, 2016, p. 66). The population to be studied in this study are students of the management study program at Universitas Muhammadiyah Surakarta. The sample is part of the population (Kurniawan, 2016, p. 67). The sample in this study were 564 students of the management study program at Universitas Muhammadiyah Surakarta class of

2020 who had taken all entrepreneurship courses. The sampling technique in this study used the Slovin formula as follows:

$$\begin{aligned}
 n &= N / (1 + Ne^2) \\
 &= 564 / (1 + 564(0,05)^2) \\
 &= 564 / 2,41 \\
 &= 234,024 \\
 &= 234
 \end{aligned}$$

Based on the above calculations, the number of samples needed in this study were 234 students. The data collection technique used a questionnaire distributed online via google form. The data analysis technique uses Smart PLS 3 software. The tests carried out are the outer model test and the inner model test.

D. RESEARCH RESULTS AND DISCUSSION

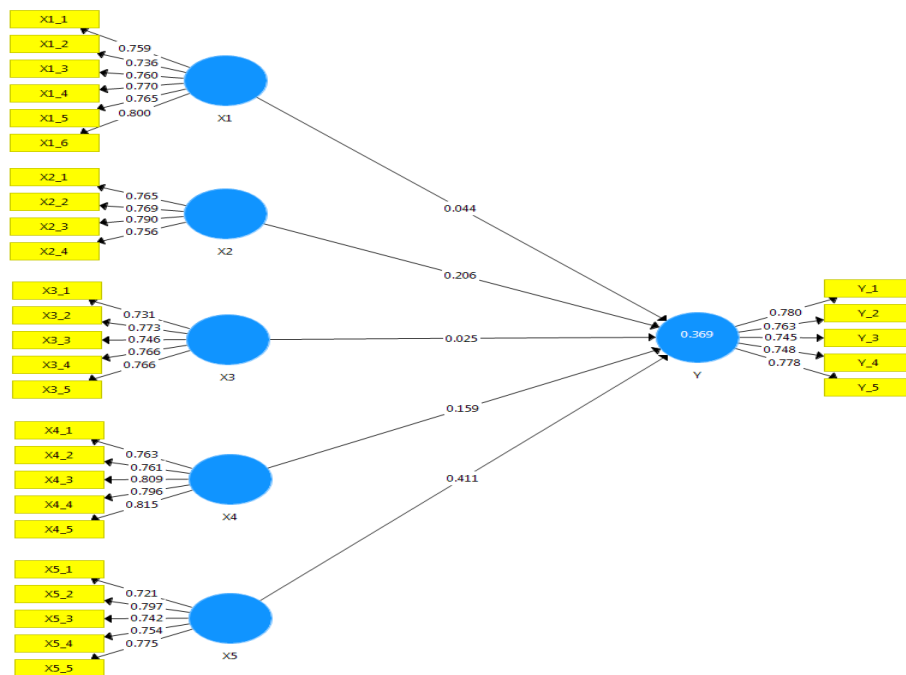


Figure 1. Outer Model

Validity Test

Convergent Validity

An indicator is declared to meet convergent validity in a good category if the outer loading value is > 0.7 or the limit of 0.6 is often used as the minimum limit of the outer loading value. The following is the outer loading value of each indicator on the research variables.

Table 1. Outer Model Results

Variable	Indicator	Outer Loading
Entrepreneurship Education (X1)	X1_1	0,759
	X1_2	0,736
	X1_3	0,760
	X1_4	0,770
	X1_5	0,765
	X1_6	0,800
Self-efficacy (X2)	X2_1	0,765

	X2_2	0,769
	X2_3	0,790
	X2_4	0,756
Digital Literacy (X3)	X3_1	0,731
	X3_2	0,773
	X3_3	0,746
	X3_4	0,766
	X3_5	0,766
Family Environment (X4)	X4_1	0,763
	X4_2	0,761
	X4_3	0,809
	X4_4	0,796
	X4_5	0,815
Motivation (X5)	X5_1	0,721
	X5_2	0,797
	X5_3	0,742
	X5_4	0,754
	X5_5	0,775
Entrepreneurial Interest (Y)	Y_1	0,780
	Y_2	0,763
	Y_3	0,745
	Y_4	0,748
	Y_5	0,778

Source: Processed primary data (2023)

All variable indicators in this study have many outer loading values of more than 0.7 as shown in table 1. However, as stated by Hair et al. (2011), the measurement scale of the outer loading value of 0.6 - 0.7 is considered sufficient to meet the requirements of convergent validity. The data above shows that there are no variable indicators whose outer loading value is less than 0.7. Therefore, all indicators are considered suitable for research and can be used for further analysis.

Discriminant Validity

The discriminant validity test uses the cross loading value. If the cross loading value of the indicator on one of the variables is the largest compared to other variables, then the indicator is considered to meet the discriminant validity criteria (Yunikartika & Harti, 2022). The following is the cross-loading value of each indicator:

Table 2. Cross Loading

Indicator	(X1)	(X2)	(X3)	(X4)	(X5)	(Y)
X1_1	0,759	0,332	0,265	0,167	0,084	0,150
X1_2	0,736	0,275	0,215	0,139	0,129	0,175
X1_3	0,760	0,344	0,241	0,135	0,116	0,150
X1_4	0,770	0,351	0,314	0,144	0,148	0,214
X1_5	0,765	0,304	0,261	0,133	0,126	0,202
X1_6	0,800	0,392	0,323	0,136	0,186	0,210
X2_1	0,327	0,765	0,274	0,263	0,106	0,280
X2_2	0,279	0,769	0,270	0,137	0,162	0,289
X2_3	0,372	0,790	0,291	0,213	0,127	0,236
X2_4	0,375	0,756	0,291	0,221	0,171	0,276
X3_1	0,242	0,153	0,731	0,294	0,218	0,200
X3_2	0,251	0,268	0,773	0,365	0,273	0,257
X3_3	0,295	0,275	0,746	0,397	0,198	0,257
X3_4	0,269	0,378	0,766	0,346	0,359	0,291

Indicator	(X1)	(X2)	(X3)	(X4)	(X5)	(Y)
X3_5	0,290	0,267	0,766	0,437	0,233	0,247
X4_1	0,153	0,229	0,388	0,763	0,274	0,300
X4_2	0,102	0,173	0,317	0,761	0,291	0,306
X4_3	0,138	0,184	0,435	0,809	0,323	0,303
X4_4	0,184	0,305	0,403	0,796	0,262	0,294
X4_5	0,152	0,180	0,384	0,815	0,315	0,325
X5_1	0,115	0,157	0,308	0,305	0,721	0,356
X5_2	0,076	0,158	0,303	0,283	0,797	0,444
X5_3	0,140	0,124	0,216	0,216	0,742	0,406
X5_4	0,137	0,142	0,166	0,228	0,754	0,367
X5_5	0,204	0,120	0,307	0,378	0,775	0,407
Y_1	0,171	0,304	0,277	0,331	0,428	0,780
Y_2	0,188	0,261	0,224	0,187	0,436	0,763
Y_3	0,182	0,287	0,358	0,420	0,368	0,745
Y_4	0,227	0,264	0,202	0,257	0,357	0,748
Y_5	0,168	0,224	0,203	0,270	0,410	0,778

Source: Processed primary data (2023)

Based on table 2, it shows that each indicator of the research variable has the largest cross loading value on the variable it forms compared to the cross loading value on other variables, this is evidence that the indicators used in this study have sufficient discriminant validity to compile their respective variables.

Apart from being seen from the cross loading value, discriminant validity can also be assessed by looking at the AVE (Average Variance Extracted) value > 0.5 so that it can be said to be valid in discriminant validity (Yunikartika & Harti, 2022). The following is the AVE value of each variable in this study:

Table 3. Average Variance Extracted (AVE)

Variable	AVE	Description
Entrepreneurship Education (X1)	0,585	Valid
Self-efficacy (X2)	0,593	Valid
Digital Literacy (X3)	0,572	Valid
Family Environment (X4)	0,622	Valid
Motivation (X5)	0,575	Valid
Entrepreneurial Interest (Y)	0,582	Valid

Source: Processed primary data (2023)

According to table 3, each variable in this study shows an AVE (Average Variance Extracted) value of > 0.5. Each variable in this study has a respective value for Entrepreneurship Education of 0.585, Self-Efficacy of 0.593, Digital Literacy of 0.572, Family Environment of 0.622, Motivation of 0.575, Entrepreneurial Interest of 0.582. This shows that each variable in this study is said to be valid in discriminant validity.

Reliability Test

Reliability test is used to measure the consistency of measuring instruments in measuring the consistency of respondents in answering statement items given in the questionnaire (Aisyah et al., 2023). Reliability testing in this study used Composite Reliability and Cronbach Alpha.

Composite reliability is a part of measuring the reliability value of indicators on a variable. A variable is considered to meet composite reliability if its value is more than 0.6. The following is the composite reliability value of each variable in this study:

Table 4. Composite Reliability

Variable	Composite Reliability
Entrepreneurship Education (X1)	0,894
Self-efficacy (X2)	0,854

Digital Literacy (X3)	0,870
Family Environment (X4)	0,892
Motivation (X5)	0,871
Entrepreneurial Interest (Y)	0,874

From table 4, it can be seen that the composite reliability value for all research variables is more than 0.6. For the value of entrepreneurship education of 0.894, self-efficacy of 0.854, digital literacy of 0.870, family environment of 0.892, motivation of 0.871 and entrepreneurial interest of 0.874. This shows that each variable has met the composite reliability, which means that the total variable has a high level of reliability.

Cronbachs Alpha is the second reliability test. This is a statistical test used to measure the internal consistency of instruments or psychometric data in reliability tests. According to Hair et al. (2011), the structure is considered reliable if the alpha value is more than 0.7. The following is the Cronbachs Alpha value in this study:

Table 5. Cronbachs Alpha

Variable	CronbachsAlpha
Entrepreneurship Education (X1)	0,859
Self-efficacy (X2)	0,772
Digital Literacy (X3)	0,814
Family Environment (X4)	0,848
Motivation (X5)	0,815
Entrepreneurial Interest (Y)	0,821

Source: Processed primary data (2023)

All variables in this study have a Cronbach alpha value above 0.7 which indicates that the construct as a whole can be considered reliable as shown in table 5.

Multicollinearity Test

Multicollinearity test can be known through tolerance value and variance inflation factor (VIF). Multicollinearity can be detected using a tolerance threshold > 0.1 or a VIF value < 5 . The following is the VIF value in this study:

Table 6. Collinearity Statistic (VIF)

Variable	Entrepreneurial Interest
Entrepreneurship Education (X1)	1,313
Self-efficacy (X2)	1,336
Digital Literacy (X3)	1,542
Family Environment (X4)	1,416
Motivation (X5)	1,214
Entrepreneurial Interest (Y)	

Source: Processed primary data (2023)

From table 6, the Collinearity Statistics (VIF) results show that if the test of each variable has a cut off value > 0.1 or equal to the VIF value < 5 , then it does not violate the multicollinearity test.

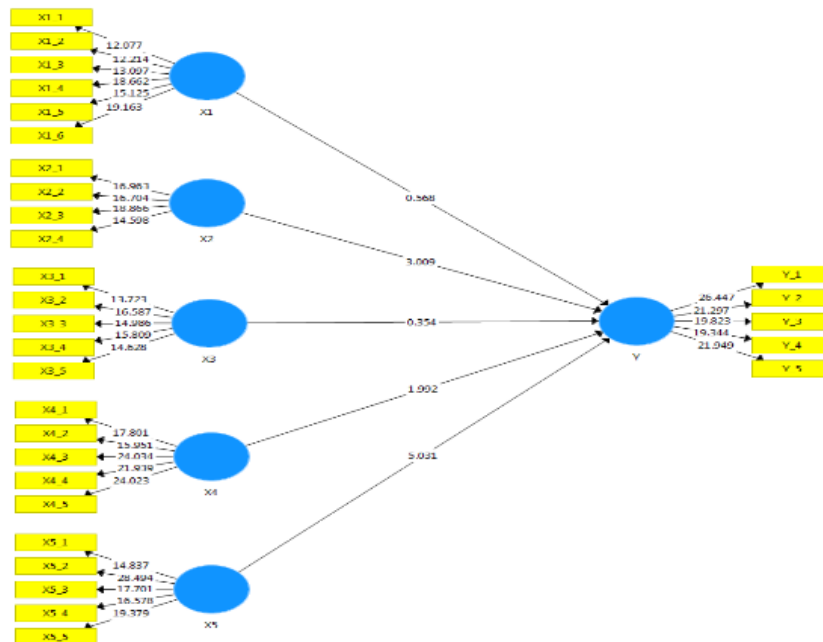


Figure 2. Inner Model

Test R-Square Value (R^2)

The R or R-Square value illustrates the extent to which exogenous variables affect endogenous variables. A higher R^2 value indicates a better level of determination. According to Andriyan & Sholahuddin (2023) an R^2 value of 0.75, 0.50, and 0.25 can be concluded that the model is strong, moderate (medium), and weak. The following is the coefficient of determination in this study.

Table 7. R-Square Value

Variable	R-Square	Criteria
Entrepreneurial Interest (Y)	0,369	Weak

Source: Primary data processed (2023)

Based on table 7, the R-Square of entrepreneurial interest is 0.369 or 37%, indicating that entrepreneurial interest is influenced by entrepreneurship education variables, self-efficacy, digital literacy, family environment, and motivation by 37%. The interest in entrepreneurship variable has a weak influence on the prediction of independent variables because it is worth between 0.25 and 0.5 based on the R-Square assessment.

Q-Square Value Test (Q^2)

Testing the Q^2 value in the structural model is done by checking the Q^2 (Predictive relevance) value. The Q^2 value is used to assess how well the model predicts the value of observations and associated parameters. A Q^2 value greater than 0 indicates that the model has good predictive relevance, while a Q^2 value of less than 0 indicates that the model lacks predictive relevance. The following is the Q-Square value in this study.

Table 8. Nilai Q-Square

Variabel	Q-Square
Minat Berwirausaha (Y)	0,202

Source: Primary data processed (2023)

From table 8, it shows that the Q-Square value of entrepreneurial interest is 0.202. The dependent variable has good predictive relevance because it has a Q-Square value > 0 .

Hypothesis Test

Path Coefficient

To check the hypothesis in this study, the path coefficient table can be used to determine the extent of the direct effect of this study. The bootstrapping method in SmartPLS is used to check the path coefficient which includes t-statistics, p-value, and the original value of the original sample. This test is conducted to determine whether the hypothesis is positively or negatively correlated with the original sample. A significant and accepted effect between variables is indicated by a p-value of less than 0.05, while no direct effect is indicated by a p-value greater than 0.05. In this study, the significance level used is t-statistic 1.96 (significance level = 5%). If the t-statistic value is greater than 1.96, then there is a significant effect.

Table 9. Path Coefficient

Variable	Hypothesis	Original Sample	t-Statistics	P Values	Description
X1 → Y	H1	0,044	0,568	0,570	Negative and Not Significant
X2 → Y	H2	0,206	3,009	0,003	Positive and Significant
X3 → Y	H3	0,025	0,354	0,724	Negative and Not Significant
X4 → Y	H4	0,159	1,992	0,047	Positive and Significant
X5 → Y	H5	0,411	5,031	0,000	Positive and Significant

Source: Processed primary data (2023)

Based on table 9, the interpretation is as follows:

1. H1: The first hypothesis tests whether Entrepreneurship Education has a positive and significant effect on Entrepreneurial Interest. From the table above shows the t-statistic value of 0.568 with a magnitude of influence of 0.044 and a p-value of 0.570. With a t-statistic value < 1.96 and a p-value > 0.05, it can be concluded that H1 is rejected.
2. H2: The second hypothesis tests whether self-efficacy has a positive and significant effect on entrepreneurial interest. From the table above shows the t-statistic value of 3.009 with a magnitude of influence of 0.206 and a p-value of 0.003. With a t-statistic value > 1.96 and a p-value < 0.05, it can be concluded that H2 is accepted.
3. H3: The third hypothesis tests whether Digital Literacy has a positive and significant effect on Entrepreneurial Interest. The table above shows the t-statistic value of 0.354 with a magnitude of influence of 0.025 and a p-value of 0.724. With a t-statistic value < 1.96 and a p-value > 0.05, it can be concluded that H3 is rejected.
4. H4: The fourth hypothesis tests whether the Family Environment has a positive and significant effect on Entrepreneurial Interest. From the table above shows the t-statistic value of 1.992 with a magnitude of influence of 0.159 and a p-value of 0.047. With a t-statistic value > 1.96 and a p-value < 0.05, it can be concluded that H4 is accepted.
5. H5: The fifth hypothesis tests whether Motivation has a positive and significant effect on Entrepreneurial Interest. The table above shows the t-statistic value of 5.031 with a magnitude of influence of 0.411 and a p-value of 0.000. With a t-statistic value > 1.96 and a p-value < 0.05, it can be concluded that H5 is accepted.

Discussion

Entrepreneurship Education affects Entrepreneurial Interest

Based on testing in this study shows that entrepreneurship education has a negative and insignificant effect on student entrepreneurial interest. This can be seen from table 4.13 which shows the results of the original sample of 0.044, the value of t-statistics which is lower than the

t-table, namely $0.568 < 1.966$ and a p-value greater than 0.05, namely 0.570. From this data it can be concluded that the first hypothesis (H1) proposed is rejected.

The results of this study are in line with research conducted by (Pappas et al., 2018), (Durin & Marwan, 2022) and (Tetep et al., 2022) which show that entrepreneurship education has no positive and significant effect on entrepreneurial interest. It can be interpreted that entrepreneurship education in the UMS Management study program is only limited to student understanding and has not led to encouragement to foster student interest in entrepreneurship. Therefore, the campus needs to review how efforts can increase student entrepreneurial interest in the implementation of entrepreneurship education learning. The campus can do several things such as reviewing and adjusting teaching methods to the material presented to ensure suitability for effective learning, increasing hands-on practice rather than just theory if the method preferred by students is hands-on practice, creating a pleasant and supportive learning environment for students in order to further attract their interest in entrepreneurship.

Self-efficacy affects entrepreneurial interest

Based on testing in this study shows that self-efficacy has a positive and significant effect on student entrepreneurial interest. This can be seen from table 4.13 which shows the results of the original sample of 0.206, the value of t-statistics which is higher than the t-table, namely $3.009 < 1.966$ and a p-value smaller than 0.05, namely 0.003. From these data it can be concluded that the first hypothesis (H2) proposed is accepted.

The results of this study are in line with research conducted by example (Tang et al., 2022), (Rodinda & Eva, 2023), (Thompson et al., 2019), and (Long et al., 2021) which show that self-efficacy has a positive and significant effect on student entrepreneurial interest. The results of this study indicate that students with high levels of self-efficacy tend to have a higher interest in starting their own business. This may be because they have confidence that they have the ability to run a business and overcome obstacles to their goals later. The results also show that the ability to lead can affect entrepreneurial interest because they believe that they can direct and motivate others to achieve common goals in order to use existing resources effectively so that their goals are achieved.

Digital Literacy affects Entrepreneurial Interest

Based on testing in this study, it shows that digital literacy has a negative and insignificant effect on student entrepreneurial interest. This can be seen from table 4.13 which shows the results of the original sample of 0.025, the value of t-statistics which is lower than the t-table, namely $0,354 < 1.966$ and a p-value greater than 0.05, namely 0.724. From this data it can be concluded that the first hypothesis (H3) proposed is rejected.

The results of this study are in line with research conducted by Apidana (2022) dan Wediawati & Sari (2023) which shows that digital literacy has no positive and significant effect on student entrepreneurial interest. It can be interpreted that a person's ability to use digital media as a source of business ideas does not directly affect their desire to become an entrepreneur even though they get access to information through the media, other alternatives that can be used are attending seminars, workshops, or exchanging ideas with other entrepreneurs. The results also show that skills and knowledge in using digital media also do not directly affect their interest in entrepreneurship, but the ability and skills to use media are still important regardless of their influence on entrepreneurial interest. Therefore, training is needed for students to enrich their ability to use digital media creatively and responsibly.

Although the ability to understand and use digital technology does not directly foster students' interest in entrepreneurship, equipping them with various knowledge and skills is still important to prepare reliable future entrepreneurs in today's digital era. Cooperation between

parties, such as the campus, government, and private sector, is needed in building a conducive and supportive entrepreneurial ecosystem for students.

Family Environment affects Entrepreneurial Interest

Based on testing in this study, it shows that the family environment has a positive and significant effect on student entrepreneurial interest. This can be seen from table 4.13 which shows the results of the original sample of 0.159, the value of t-statistics which is higher than the t-table, namely $1.992 < 1.966$ and a p-value smaller than 0.05, namely 0.047. From this data it can be concluded that the first hypothesis (H4) proposed is accepted.

The results of this study are in line with research conducted by (Aziz et al., 2023; Durin & Marwan, 2022; Nabila, 2023) which show that the family environment has a positive and significant effect on student entrepreneurial interest. It can be interpreted that the family environment, which is the first environment to shape a person's character (respondent), can affect a person's interest in following in the footsteps of his family members. The results showed that family support and encouragement such as moral support and motivation are also very important in increasing business interest because they can help a person feel more confident and motivated to pursue an entrepreneurial career. If the family provides support and positive influence towards entrepreneurship, then a person will tend to have a strong interest in becoming an entrepreneur. Conversely, if the family is not supportive, then the interest in entrepreneurship can become very small or even disappear. The results also show that the economic situation of the family also affects interest. If the family has a fairly stable financial situation, it is likely to be able to help their children financially in starting a business such as providing capital or other financial assistance, otherwise if the family's economic situation is difficult, children tend to look for work rather than opening a business.

Motivation affects Entrepreneurial Interest

Based on testing in this study shows that motivation has a positive and significant effect on student entrepreneurial interest. This can be seen from table 4.13 which shows the results of the original sample of 0.411, the value of t-statistics which is higher than the t-table, namely $5.031 < 1.966$ and a p-value smaller than 0.05, namely 0.000. From these data it can be concluded that the first hypothesis (H5) proposed is accepted.

The results of this study are in line with research conducted by (Kamal & Thooyibah, 2020; Ritonga et al., 2022) which shows that motivation has a positive and significant effect on entrepreneurial interest. Like an internal force that drives a person to achieve goals, motivation has an important role in shaping the interest and desire to start their own business. Based on the results of the above research, financial goals, namely profit, can be a key factor influencing students' desire to start a business. Other factors such as freedom can also influence students' business interests, this may be because individuals value freedom and do not want to be bound by company regulations so they choose to be entrepreneurs. Personal dreams that have been aspired to can also increase a person's business interest, especially if they can fulfill their needs with the results of their own efforts so as to create a sense of pleasure and pride in themselves.

E. CONCLUSIONS AND SUGGESTIONS

Based on the results and discussion it is found that Entrepreneurship education has a negative and insignificant effect on entrepreneurial interest in UMS Management students. Self-efficacy has a positive and significant influence on entrepreneurial interest in UMS Management students. Digital literacy has a negative and insignificant effect on the entrepreneurial interest of UMS Management students. Family environment has a positive and significant influence on entrepreneurial interest of UMS Management students.

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