



THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION, ENTREPRENEURIAL MOTIVATION, FINANCIAL LITERACY, AND FAMILY ENVIRONMENT ON ENTREPRENEURSHIP INTEREST

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ABSTRACT

This study aims to analyze the influence of entrepreneurship education, entrepreneurial motivation, financial literacy, and family environment on entrepreneurial interest among undergraduate students in Accounting Education at Surabaya State University. The background of this study is the low entrepreneurship ratio in Indonesia and the high unemployment rate among college graduates. The method used was quantitative with a causal approach. A sample of 70 students was selected using a purposive sampling technique. Data were collected through questionnaires and tests, then analyzed using multiple linear regression. The results indicate that entrepreneurship education, entrepreneurial motivation, and financial literacy have a positive and significant partial effect on entrepreneurial interest, while family environment has no significant effect. Simultaneously, all four variables significantly influence entrepreneurial interest. This finding emphasizes the importance of integrating education, motivation, and financial literacy in fostering students' entrepreneurial interest.

Keywords: *Entrepreneurship Education, Entrepreneurial Motivation, Financial Literacy, Family Environment, Entrepreneurial Interest*

A. INTRODUCTION

Entrepreneurship has become a global focus due to its strategic role in driving economic growth, creating jobs, and improving social welfare. According to Guerrero et al. (2008) and (Lee et al. (2019), entrepreneurship is a creative and innovative process that generates added value in goods and services. More than just a business activity, entrepreneurship can boost economic productivity and expand markets. Stoica et al. (2020) also emphasize that entrepreneurship is key to job creation and a major driver of national economic development.

According to data from the Ministry of Cooperatives and SMEs (2022), the entrepreneurial ratio in Indonesia is still relatively low, at only 3.7% of the total population. This figure is far below that of neighboring countries like Singapore (8.7%) and developed countries like the United States (12%). Furthermore, according to data from the Central Statistics Agency (2024), the open unemployment rate among college graduates has continued to rise over the past three years. This situation indicates that more college graduates in Indonesia choose to become job seekers rather than create jobs independently through entrepreneurial activities. Ideally, universities should not only produce work-ready graduates but also encourage the development of young entrepreneurs who are competitive and contribute to national economic development.

To address this challenge, the government, through the Independent Learning and Independent Campus (MBKM) program, is encouraging the development of entrepreneurship among students. Many universities have also introduced entrepreneurship courses as part of their curriculum. However, student interest in entrepreneurship remains relatively low. This is

reflected in the high number of Civil Servant Candidate (CPNS) applicants, which will reach 3.9 million by 2024 (State Civil Service Agency (BKN), 2024), indicating that formal employment remains the primary choice.

Entrepreneurial interest is a crucial aspect in fostering an entrepreneurial spirit. This interest is not only related to the desire to start a business, but also reflects the courage to face risks and the ability to manage challenges in the business world. Entrepreneurial interest is influenced by various factors, both internal, such as motivation and financial literacy, and external, such as entrepreneurship education and the family environment. Entrepreneurship education can shape students' knowledge, skills, and mindset, preparing them for entrepreneurship. Motivation drives someone to start and run a business, while financial literacy provides essential skills in managing business finances. Furthermore, the family environment is also believed to shape a person's inclination to choose an entrepreneurial path.

This research was conducted on undergraduate students in Accounting Education at the Faculty of Economics and Business, Surabaya State University. This study program is considered relevant because it equips students with accounting knowledge, financial management, and pedagogical skills that contribute to entrepreneurial readiness. The faculty also supports student business development through the Student Entrepreneurship Program (PMW).

From the background above, this study aims to analyze the influence of entrepreneurship education, entrepreneurial motivation, financial literacy, and family environment on students' entrepreneurial interest. The results are expected to contribute to the development of entrepreneurship curricula and higher education policies in Indonesia.

B. RESEARCH METHOD

This study used a quantitative approach with a causal comparative approach. The aim was to determine the influence of independent variables, consisting of entrepreneurship education, entrepreneurial motivation, financial literacy, and family environment, on the dependent variable, entrepreneurial interest. The study was conducted on undergraduate students in Accounting Education at Surabaya State University. Data collection took place on the campus of the Faculty of Economics and Business, Surabaya State University, from May to July 2025.

The population in this study included all active undergraduate students in Accounting Education, graduating class of 2021. The sample was selected using a purposive sampling technique, with the criteria being students who had taken courses in entrepreneurship and financial management. Based on these criteria, a sample of 70 students was obtained.

Data collection was conducted using two instruments: a questionnaire and a test. The questionnaire was used to measure the variables of entrepreneurship education, entrepreneurial motivation, family environment, and entrepreneurial interest. Meanwhile, a test, consisting of 10 multiple-choice questions, was used to measure students' financial literacy. Validity was tested using the Pearson Product Moment correlation technique, while reliability was tested using Cronbach's Alpha.

The collected data were then analyzed using multiple linear regression analysis with the help of SPSS software. Prior to conducting the regression test, classical assumption tests were conducted, consisting of normality, multicollinearity, and heteroscedasticity tests, to ensure that the data met the eligibility requirements for the regression model. The analysis was conducted partially (t-test) and simultaneously (F-test) with a 5% significance level to determine the effect of each independent variable on the dependent variable.

C. RESEARCH RESULTS AND DISCUSSION

This study aims to determine the influence of entrepreneurship education, entrepreneurial motivation, financial literacy, and family environment on entrepreneurial interest among

undergraduate students of Accounting Education at Surabaya State University. The data analyzed were the results of distributing questionnaires to 70 respondents who had taken entrepreneurship and financial management courses. The analysis technique used was multiple linear regression, with classical assumption tests and hypothesis tests including t-tests, F-tests, and coefficients of determination (R^2).

Research Result

Based on the results of the classical assumption test, all data met the requirements for normality, with no multicollinearity and no autocorrelation, making it suitable for multiple linear regression. The results of the t-test (partial), f-test (simultaneous), and coefficient of determination are explained below:

Table 1. T-Test Results

Model	B	Unstandardized Coefficients Std. Error	Beta	t	Sig.
1	(Constant)	5,463	1,311	4,165	,000
	X1	,129	,063	,182	2,060 ,043
	X2	,468	,063	,666	7,459 ,000
	X3	,010	,005	,169	2,075 ,042
	X4	,026	,044	,049	,600 ,551

The t-test results indicate that entrepreneurship education, entrepreneurial motivation, and financial literacy partially have a positive and significant influence on entrepreneurial interest. Meanwhile, family environment does not show a significant influence partially.

Table 2. F-Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	121,106	4	30,276	22,689 ,000 ^b
	Residual	86,737	65	1,334	
	Total	207,843	69		

The results of the F test show a significance of 0.000 which is smaller than 0.05, so it can be concluded that entrepreneurship education, entrepreneurial motivation, financial literacy, and family environment simultaneously have a significant influence on students' interest in entrepreneurship.

Table 3. Coefficient of Determination Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,763 ^a	,583	,557	1,15517

Based on the results of the analysis, 55,7% of the variation in entrepreneurial interest can be explained by entrepreneurial education, entrepreneurial motivation, financial literacy, and family environment, while the remaining 44,3% is influenced by other factors outside this research model.

Discussion

Based on the results of multiple linear regression analysis, the influence of each variable on students' interest in entrepreneurship can be explained as follows.

1. The results show that entrepreneurship education has a positive and significant effect on entrepreneurial interest. In the Theory of Planned Behavior (TPB), entrepreneurship education is related to behavioral control, emphasizing the importance of self-perception. Entrepreneurship education provides the knowledge, skills, and confidence to start a business. This finding aligns with Afifiati et al. (2023); Widyawati & Mujiati (2021) who stated that entrepreneurship learning can foster students' entrepreneurial interest. However, this contrasts with Riyanti & Dewi (2024); Yanti (2019), who stated that there was no significant effect due to a lack of practice in the learning process.
2. Entrepreneurial motivation has a positive and significant influence on entrepreneurial interest. Within the Theory of Planned Behavior (TPB) framework, motivation is related to behavioral beliefs, namely beliefs about the outcomes of actions. Internal drives such as the desire for independence, achievement, and work freedom drive a strong interest in entrepreneurship. This finding is supported by Suryawan et al. (2023); Tarigan et al. (2022), who emphasized the importance of motivation in entrepreneurial decisions. However, this contrasts with the findings of Adam et al. (2020), who stated that motivation was not sufficient to drive concrete action in some students.
3. Financial literacy has a positive and significant impact on entrepreneurial interest. In Theory of Planned Behavior (TPB), this includes control beliefs, because financial understanding increases readiness to face risks and develop business financial strategies. This research supports the findings of Dolonseda et al. (2024); Rosyidah et al. (2024), which emphasized the importance of financial understanding in business readiness. Conversely, Suhardi & Widodo (2024) found that financial literacy had no impact because it had not been practically implemented.
4. The family environment does not significantly influence entrepreneurial interest. In the Theory of Planned Behavior (TPB), family environment is included in subjective norms, but in this context, it is not strong enough to influence entrepreneurial intentions. This is likely because students prefer to choose their career paths independently. This finding is consistent with Mahardika et al. (2023); Nengrum et al. (2024), who stated that entrepreneurial decisions are largely determined by personal motivation. However, it differs from Risakotta & Sapulette (2023), who suggest that family can be a significant factor in accustoming children to entrepreneurial activities from an early age.
5. Simultaneously, entrepreneurship education, entrepreneurial motivation, financial literacy, and family environment significantly influence entrepreneurial interest. These findings confirm that a combination of internal (motivation, financial literacy) and external (entrepreneurship education, family environment) factors can shape entrepreneurial interest more comprehensively.

D. CONCLUSIONS AND SUGGESTIONS

Conclusion

This study examines the influence of entrepreneurship education, entrepreneurial motivation, financial literacy, and family environment on students' entrepreneurial interest. The results indicate that entrepreneurship education, entrepreneurial motivation, and financial literacy have a positive and significant influence. Meanwhile, family environment has no significant influence partially. However, all four variables simultaneously exert a significant influence, with motivation being the most dominant factor in shaping students' entrepreneurial interest.

Suggestion

The finding that family environment had no significant influence on entrepreneurial interest suggests the need for universities to strengthen applied entrepreneurship education and involve families. Future researchers are advised to explore other factors such as peer influence, media, or personal experience to gain a more comprehensive understanding of the formation of students' entrepreneurial interest.

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