The Influence of Entrepreneurial Education and Family Support on Students' Interest in Entrepreneurship

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ABSTRACT

One of the main problems in Indonesia that affects the economy is unemployment. The unemployment rate in Indonesia in August 2023 was recorded at 5.32%, down from 5.86% the previous year. Entrepreneurial knowledge is an important concept in the world of business and entrepreneurship, which includes the understanding and skills needed to start and manage a business. To overcome this problem, the government encourages students to enter the world of entrepreneurship as an effort to overcome the gap between the number of workforce and available job opportunities. Entrepreneurial knowledge and entrepreneurial motivation are important factors that can influence students' interest in entrepreneurship. This study aims to examine the Influence of Entrepreneurial Knowledge and Family Roles on Entrepreneurial Interest in Entrepreneurship Study Program Students at the Indonesian Education University, the object of study is Entrepreneurial Interest, which acts as a dependent variable. Meanwhile, Entrepreneurial Knowledge and Family Roles act as independent variables. The subjects of this study were students of the Entrepreneurship Study Program at the Indonesian Education University. The results of this study can be concluded that entrepreneurial knowledge and the role of the family are the most important factors in forming an entrepreneurial behavior. The positive influence between entrepreneurial knowledge and the role of the family on the interest in entrepreneurship together will provide benefits in increasing student motivation and readiness to become entrepreneurs.

Keywords: *Entrepreneurial Education; Entrepreneurial; Entrepreneurship**, Role of Family**; Students*

INTRODUCTION

The high level of competition in the Indonesian job market remains a challenge, considering that the workforce continues to grow every year. Universities, both state and private, continue to graduate many students every year, while the available jobs are not comparable to the number of graduates. Many graduates choose to become government employees or work in companies, rather than creating their own jobs. As entrepreneurship students, their role is very important in fostering interest in

entrepreneurship based on the knowledge they have. In 2023, the number of the workforce in Indonesia will reach 147.71 million people, an increase of almost 4 million compared to the previous year. According to the latest report from BPS in February 2024, the Open Unemployment Rate (TPT) in Indonesia reached 4.82%. The number of college graduates that continues to increase every year makes the high unemployment rate among graduates a serious concern.

Entrepreneurship, derived from the French word "entreprendre" which means "to do", describes the role of an entrepreneur as an individual who organizes and regulates business activities. The concept of entrepreneurship developed when economic actors in Europe were looking for ways to find new businesses, new production systems, new markets, and new resources to overcome the saturation of existing businesses (Reza, 2022). According to research by Ahmed et al. (2020) and Georgescu & Herman (2020), family support has a significant influence on entrepreneurial intentions.

The importance of further research on factors that influence students' interest in entrepreneurship to start a business, especially related to risk perception, skill readiness, mentality, and the search for appropriate business opportunities. Although entrepreneurship education has been implemented in universities, there is a significant gap between theoretical knowledge gained in class and its application in the real world. Therefore , this study is very important to provide recommendations for the development of a curriculum and entrepreneurship mentoring program that is more applicable and can answer the practical needs of students. Based on the description of the background of the problem above, a strategic research is needed to overcome the problems faced. Therefore, this study was conducted with the title "The Influence of Entrepreneurial Education and Family Support on Students' Interest in Entrepreneurship".

As stated by Mahanani and Sari (2018) that interest in entrepreneurship is a person's desire to run their own business. Along with the statement of Mat et al. (2015) which emphasizes that it is not only based on desire alone but also accompanied by further evidence in the form of real actions to participate in entrepreneurial activities. A person's real actions can be triggered because they are used to facing risks in their daily lives according to Darmawan and Hariani (2020).

According to Herman (2017), the dimensions of entrepreneurial interest include: 1) awareness; 2) willingness; 3) feelings of interest; and 4) feelings of pleasure towards entrepreneurial activities. Meanwhile, entrepreneurial interest according to Purnomo in Hendrawan & Sirine (2017) includes: 1) desire; 2) strong self-confidence; 3) honest attitude and responsibility; 4) physical and mental endurance; 5) perseverance in working; 6) creative and constructive thinking; 7) future-oriented; and 8) not afraid to take risks. According to Hendrawan and Sirine (2019) entrepreneurial knowledge is an individual's intellectuality that helps them innovate and enter the world of entrepreneurship. Maryati, et al (2017) stated that entrepreneurial knowledge is the main human capital needed for success in entrepreneurship and its sustainability. Anggraeni and Hermanik (2019) added that entrepreneurial knowledge includes all information and understanding that individuals have regarding entrepreneurial procedures which in turn encourages the courage to pioneer and develop a business without fear of failure.

According to Nisa & Murniawaty (2020), entrepreneurial knowledge has four dimensions, namely: 1) knowledge of the business to be pioneered; 2) knowledge of the existing business environment; 3) knowledge of roles and responsibilities; 4) knowledge of management and organization. Adnyana and Purnami (2016) argue that the

dimensions of entrepreneurial knowledge include: 1) creating a desire to become an entrepreneur; 2) increasing insight; and 3) being sensitive to business opportunities. Meanwhile, according to Chang and Rieple (2013) there are four dimensions of entrepreneurial knowledge: 1) *Technical Skills* ; 2) *Management Skills* ; 3) *Entrepreneurship* ; and 4) *Personal Maturity.* As for several opinions of experts who put forward the dimensions of entrepreneurial knowledge, it can be concluded that the dimensions used in this study are *technical skills, management skills, entrepreneurship skills, and personality maturity* .

The role of the family is said when family members carry out their rights and obligations according to their position. According to Sintya (2019) the role of the family for a child is to get attention, affection, encouragement and guidance from parents and also from siblings who can help identify potential and children for future development. Noviantoro (2017) stated that the family environment is the first and main way that influences behavior in child development. In line with the statement of Octavionica et al. (2016) that the family environment is the main educational environment that is first received by a child and guidance after they are born.

The results of Aini & Oktafani's (2020) study show that entrepreneurial knowledge, entrepreneurial motivation, and family environment have a significant influence on students' entrepreneurial interest. Therefore, it is important to create educational programs that can increase entrepreneurial knowledge and motivation and involve families in supporting students' entrepreneurial interest. The results of Roy Wahyuningsih's (2020) research show that both entrepreneurship education and family environment contribute significantly to students' interest in entrepreneurship. Therefore, it is important for educational institutions to develop entrepreneurship education programs and increase support from the family environment in order to facilitate and encourage students' interest in entrepreneurship. The results of Rifaatul Maftuhah's research, Bambang Suratman (2015) showed that self-efficacy, family environment, and entrepreneurial knowledge contribute to each other in influencing the entrepreneurial interest of vocational high school students. Therefore, it is important to increase support from the family, strengthen students' self-confidence, and provide quality entrepreneurship education to increase entrepreneurial interest among students. Qurratul Aini, Farah Oktafani (2020) shows that entrepreneurial knowledge, entrepreneurial motivation, and family environment contribute to each other in influencing students' entrepreneurial interest. Therefore, it is important for educational institutions to improve the quality of entrepreneurship education and encourage support from the family environment to increase entrepreneurial interest among students. Hendrawan and Sirine (2019), entrepreneurial knowledge refers to intellectual knowledge that is important to encourage someone to innovate and dare to enter the business world. This knowledge is not just information, but includes various practical and theoretical skills needed for individuals to understand and manage a business effectively. According to Anggraeni and Hermanik (2019), entrepreneurial knowledge also includes technical insight and adequate managerial skills to establish and develop a business. In this context, entrepreneurial knowledge is oriented towards achieving goals and the ability to adapt to change

METHOD

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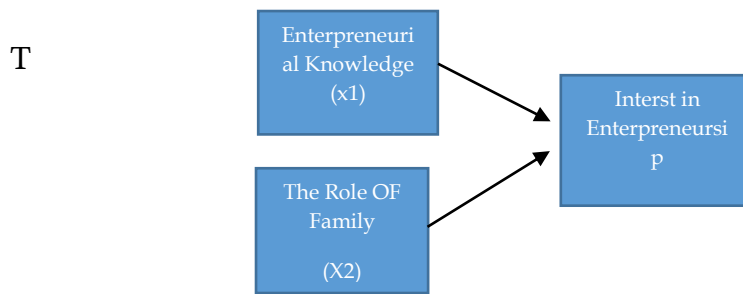
Figure 1 Research Paradigm

Darwin and Reynalda (2021) in their book state that "A hypothesis is a prediction about the possible results of a study". A hypothesis functions as a temporary answer to a previously formulated problem to be tested for its truth. The hypothesis formulation made in this study is as follows:

Ho (+): There is a significant influence between entrepreneurial knowledge (X1) and family role (X2) on interest in entrepreneurship (Y), both simultaneously and partially.

Ha (-): There is no significant influence between entrepreneurial knowledge (X1) and family role (X2) on interest in entrepreneurship (Y), either simultaneously or partially.

In this study, the object studied is Entrepreneurial Interest, which acts as a dependent variable. Meanwhile, Entrepreneurial Knowledge and Family Role act as independent variables. The subjects of this study were students of the Entrepreneurship Study Program at the Indonesian Education University. To facilitate the collection of data and information, the study was conducted using two methods, namely offline and online. The use of these two methods allows the author to access data more flexibly, so that the results obtained are more representative and accurate. In the context of this study, a descriptive approach is used to identify and understand the relationship between the variables studied, namely Entrepreneurial Knowledge (variable X1) and Family Role (variable X2), to the dependent variable, namely Entrepreneurial Interest in Entrepreneurship among students of the Entrepreneurship Study Program at the Indonesian Education University.

The instrument used in this study was a questionnaire. Before being used, the researcher conducted a validity and reliability test to ensure that the instrument used had a good level of consistency and was able to measure the intended variables accurately. In this study, the population consisted of students of the Entrepreneurship Study Program, Universitas Pendidikan Indonesia from the 2021 and 2022 classes, with a total of 115 students.

In this study, the researcher used the Slovin technique because it was considered appropriate for the existing population. The Slovin formula is usually used in studies with limited populations to determine the ideal sample size.

The population in this study was 115 students. Therefore, the number of samples taken from this study is as follows:

$$n \quad = N/(1+Ne^2)$$

$$n \quad = 115/(1+115(0.05)^2)$$

$$n \quad = 115/(1+0.2875)$$

$$n \quad = 115/1.2875$$

$$n \quad = 89.32$$

$$n \quad = \text{rounded to } 89$$

In this study, the researcher used the Cronbach's Alpha method to test the reliability of the instrument, because the questionnaire was used as a data collection tool. Cronbach's Alpha is a method commonly used to measure internal consistency, or how well the questions in the questionnaire are related and consistent in measuring the same variable. If the Cronbach's Alpha value is close to 1, then the instrument is considered to have good reliability.

FINDINGS AND DISCUSSION

The vision of the Entrepreneurship Study Program is to become a leading pioneer in educating and producing creative, innovative, and productive entrepreneurs, with a rapidly growing smart education base in Southeast Asia by 2030. To achieve this vision, the mission carried out by the study program is to organize an agile, adaptive, and efficient education process, which meets international standards in the formation of entrepreneurial experts, especially in Southeast Asia. Until now, the Entrepreneurship Study Program has 316 active students spread from the 2021 to 2024 classes.

Based on a survey of students in the entrepreneurship study program, out of a total of 115 students surveyed, 19 students already have their own businesses, while the others do not have a business. This shows that family interest and support can play a role in motivating students to become entrepreneurs.

Based on the data below, of the total number of UPI Entrepreneurship students from the 2021 and 2022 batches, 17.39 percent or equivalent to 20 entrepreneurship students already have a business that is currently running. However, 82.61 percent or equivalent to 95 students still do not have a business. Based on an initial survey by 35 students of the entrepreneurship study program by the author regarding the factors influencing interest in entrepreneurship as follows:

Table 1.1 Factors Influencing Interest in Entrepreneurship

No	Statement	Agree	Don't agree	Percentage Agree	Percentage Disagree
1	Business is a risky job	34	1	94.50%	5.5%
2	Entrepreneurship students feel they do not have enough skills to start and run a business	19	16	52.50%	47.50%
3	Worried about business failure	24	11	66.60%	33.40%
4	Starting and running a business is exhausting	25	10	69.40%	30.60%
5	Doing business does not guarantee financial success	21	14	58.40%	41.70%

No	Statement	Agree	Don't agree	Percentage Agree	Percentage Disagree
6	There are no business opportunities that suit students' interests	12	23	38.90%	61.10%
7	Students feel stressed when thinking about starting a business	24	11	66.70%	33.a30%

Source: Processed data, 2024

The results of a survey conducted on 35 students of entrepreneurship study programs showed a significant difference between the theory learned in college and the ability to apply it in practice. Although entrepreneurship education has been implemented in universities, many students still feel unprepared to start a business, indicating that the material given during lectures may be more theoretical and less practical. Students may not have gained enough direct experience in facing the real challenges they will encounter when becoming entrepreneurs.

Validity Test Results

Validity testing is carried out to measure whether or not the questionnaire that researchers have collected from respondents is valid. A questionnaire is said to be valid if r count $> r$ $table$. In addition, the validity test in this study uses a significance level of $\alpha = 0.05$ (5%). Validity test in this study using SPSS version 29 program. Where the test was conducted on 30 respondents who have a degree of freedom (df) value or degree of freedom of n-2. So the calculation of the degree of freedom in this study is df = 30-2 = 28 and a significant level of 0.05 (5%), then the r table of this study is 0.361. The following are the findings of the validity test results in this study:

Table 2 Validity Test Results

No	Variables	Valid	Invalid
1	Entrepreneurship Knowledge	16	0
2	Role of Family	19	0
3	Interest in Entrepreneurship	15	0
	Amount	50	0

Source: Processed data, 2024

Based on table 2, it can be seen that the results of the validity test on the variables of each statement item obtained valid results and can be used for research, where the calculated r value is greater than the r table or the significance value is less than 0.05.

Reliability Test Results

The questionnaire can be said to be reliable if the respondents' answers to the statements are consistent or stable. A variable is said to be reliable if the Cronbach Alpha (α) value is > 0.60. The following are the results of the reliability test on the variables of entrepreneurial knowledge, family roles, and entrepreneurial interest as follows:

Table 3 Reliability Test Results

Variables	Cronbach Alpha	N	Information
Entrepreneurship Knowledge	0.903	16	Reliable
Role of Family	0.941	19	Reliable
Interest in entrepreneurship	0.950	15	Reliable

Source: Processed data, 2024

Based on table 3, the Cronbach Alpha value for the variables of entrepreneurial knowledge, family roles, and entrepreneurial interest is more than 0.60. So it can be concluded that all variables are declared reliable.

Descriptive Analysis Results

This study includes two independent variables (X), namely: Entrepreneurial knowledge (X1), family role (X2). While the dependent variable (Y) is the interest in entrepreneurship. The data obtained in this study were generated from distributing questionnaires to 89 entrepreneurship students at the Indonesian Education University in 2021 and 2022.

Table 4 Statistical Data Description

Statistik		X1	X2	y
N	valid	89	89	89
	mising	0	0	0
Mean		85.5730	56.9888	63.5730
Median		87.0000	59.0000	65.0000
Mode		91.00	62.00	66.00
Std. Deviation		9.53568	9.31701	7.33126
Variance		90.929	86.807	53.747
Range		42.00	41.00	30.00
Minimum		63.00	29.00	45.00
Maximum		105.00	70.00	75.00

Source: Processed data, 2024

Entrepreneurial Knowledge Overview

Based on table 4, the description of statistical data on the entrepreneurial knowledge variable (X1) has a mean value of 85.57, a median value of 87.00, a mode value of 91.00, and a standard deviation value of 9.54. In addition, this variable also has a value of 42, a minimum value of 63, and a maximum value of 105.

Table 5 Data Entrepreneurship Knowledge (X1)

No	Indicator	Score	Presentation
1.	Technical Skills	1802	80.99%
2.	Management Skills	2142	80.22%
3.	Entrepreneurship Skill	1816	81.62%
4.	Personal Maturity Skills	1856	83.42%
	Amount	**1904**	**81.56%**

Table 5 shows that the entrepreneurial knowledge variable has a percentage of 81.56% with a score of 1904. The entrepreneurial knowledge indicator that has the highest percentage is Personal Maturity Skills with a score of 1856 and a percentage of 83.42%. The indicator that has the lowest percentage value is Management Skills at 80.22%. Thus, the entrepreneurial knowledge variable is in the good category.

Family Role Overview

Based on table 5, the description of statistical data on the family role variable (X2) has a mean value of 56.99, a median value of 59.00, a mode value of 62.00, and a standard deviation value of 9.32. In addition, this variable also has a value of 41, a minimum value of 29 and a maximum value of 70.

Table 6 Data Family Role (X2)

No	Indicator	Score	Presentation
1.	Emotional Support	1877	84.36%
2.	Support Awards	1095	82.02%
3.	Instrumental Support	1062	79.55%
4.	Participation Support	1038	77.75%
	Amount	**1268**	**80.92%**

Table 6 shows that the family role variable has a percentage of 80.92% with a score of 80.92%. The family role indicator that has the highest percentage is emotional support with a score of 1877 and a percentage of 84.36%. The indicator that has the lowest percentage value is 77.75% of 1038. Thus, the family role variable is in the good category.

Overview of Interest in Entrepreneurship

Based on table 4, the description of statistical data on the entrepreneurial interest variable (Y) has a mean value of 63.57, a median value of 65.00, a mode value of 66.00, and a standard deviation value of 7.33. In addition, this variable also has a value of 30.00, a minimum value of 45.00, and a maximum value of 75.00.

Table 7 Data on Interest in Entrepreneurship (Y)

no	Indicator	Score	Presentation
1.	Attitude Toward Behavior (Attitude Towards Entrepreneurship)	1939	87.15%
2.	Subjective Norm (Social Norm)	1873	84.18%
3.	Perceived Behavioral Control (Self-Control in Entrepreneurship)	1846	82.97%
	Amount	**1886**	**84.77%**

Table 7 shows that the variable of interest in entrepreneurship has a percentage of 84.77% with a score of 1886. The indicator of interest in entrepreneurship that has the highest percentage is Attitude Toward Behavior (Attitude towards Entrepreneurship) with a score of 1939 and a percentage of 87.15%. The indicator that has the lowest percentage value is Perceived Behavioral Control (Self-Control in Entrepreneurship) of 1846.

Thus, the variable of interest in entrepreneurship is in the good category, which means that an individual has the desire to become an entrepreneur by starting a business plan starting from knowledge and the role of the family.

Classical Assumption Test Results

Normality Test Results

In this study, the normality test is used to measure and determine whether the data obtained has a normal distribution or not, so that testing is carried out using histograms, probability plots, and Kolmogorov-smirnov. The following are the results of the normality test in this study.
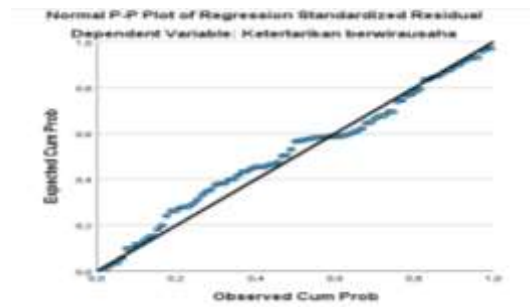
Figure 4.1 Histogram Normality Test Results
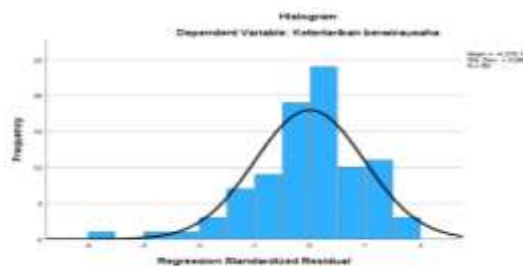
Source: Processed data, 2024

Based on the results of the image above, it can be seen that the histogram normality test curve forms a mountain or bell shape. so that the data is normally distributed.

Figure 4.2 Results of P-Plot Normality Test

Source: Processed data, 2024

Based on the results of the image above, it can be seen that the points spread and follow around the diagonal line, so the residual value is normally distributed (Ghozali, 2016), so the graph above shows that the data meets the assumption of normality. In addition, in proving that the research data is normally distributed, the following are the results of the Kolmogorov-Smirnov test.

Table 8 Kolmogorov-Smirnov Test Results

One-Sample Kolmogorov-Smirnov Test	
N	89
Asymptotic significance 2-tailed	0.178

Source: Processed data, 2024

Based on table 8 above, it proves that the results of the Kolmogorov Smirnov normality test with a significance value of $0.178 > 0.05$, it is concluded that the data in the instrument is in accordance with the normal distribution. In addition, because this data is normally distributed, it can meet the requirements for analyzing multiple linear regression.

Multicollinearity Test Results

In this study, the detection of multicollinearity problems can be confirmed by the tolerance value and Variance Inflation Factor (VIF). If the VIF is less than 10, then there are no signs of multicollinearity (Ghazali, 2017). Based on the calculation results using SPSS version 29, the following multicollinearity test results are obtained.

**Table 9** Multicollinearity Test Results

Model	Sig.	Collinearity Statistics	
		Tolerance	VIF
Entrepreneurship Knowledge (X1)	<,001	0.592	1,690
Family Role (X2)	<,001	0.592	1,690

Source: Processed data, 2024

Based on the table above, it is proven that the tolerance value is 0.592 > 0.10 and the VIF value is 1.690 < 10. So it can be concluded that this research variable has no signs of multicollinearity and can meet the requirements for analyzing multiple linear regression.

Heteroscedasticity Test Results

In this study, a heteroscedasticity test was conducted which aims to be able to test the variance of the residual values that are not the same between one observation and another. Based on the calculation results using the SPSS version 29 program, the following heteroscedasticity test results were obtained. signification
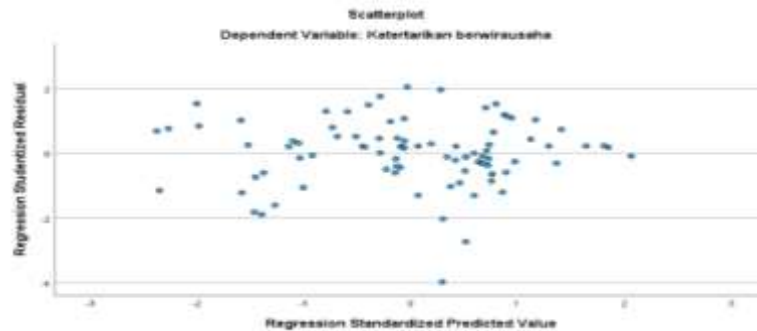
Source: Processed data, 2024

Figure 4 Heteroscedasticity Test Results

Based on the results of the image above, it shows that there is a spread of observer points above and/or below the number 0 (zero) on the Y axis leading to an unclear pattern , so that the data experiences heteroscedasticity or in other words, there is no heteroscedasticity (Ghozali, 2016). Thus, it meets the requirements for analyzing multiple linear regression.

Hypothesis Test Results

Multiple Linear Regression Test Results

In this study, multiple linear regression analysis was used to analyze the influence of independent variables, namely entrepreneurial knowledge, family roles, on the dependent variable, namely the interest in entrepreneurship of Entrepreneurship students at the Indonesian Education University.

Table 10 Multiple Linear Regression Test Results

Model		Unstandardized B	Coefficients Std.error	Standardized Coefficients Beta	t	sig	Collinearty Tolerance	Statistic VIF
				Coefficients^a				
1	(Constant)	12.188	4,515		2,699	008		
	knowledge of entrepreneurship	482	0,88	,480	5,482	<,001	,592	1,690
	The role of the family	259	,059	,382	4.368	<,001	,592	1,690

a.Dependent Variable Entrepreneurial Interest.

Source: Processed data, 2024

Based on the table above, multiple linear regression in this study is expressed in the form of the following formula:

$$Y = 12.188 + 0.482\, x1 + 0.259\, x2 + \varepsilon$$

The formula equation can be interpreted as follows: Coefficient α: The a value of 12.188 is a constant or condition when the consumer loyalty variable has not been influenced by other variables, namely the entrepreneurial knowledge variable (X1) and the role of the family (X2), if the independent variable does not exist, the entrepreneurial interest variable does not change. Coefficient $\beta1$: the regression coefficient value of entrepreneurial knowledge (X1) of 0.428 indicates that the price variable has a positive effect on entrepreneurial interest, which means that each increase in the family role variable unit will affect entrepreneurial knowledge by 0.428 with the assumption that other variables are not examined in this study. Coefficient $\beta2$: the regression coefficient value of the family role (X2) of 0.259 indicates that the family role variable has a positive effect on entrepreneurial interest, which means that each increase in the family role variable unit will affect consumer loyalty by 0.259 with the assumption that other variables are not examined in this study.

T-Test Results

In this study, the T-test aims to determine whether the independent variables, namely entrepreneurial knowledge, the role of the family can influence or not the dependent variable, namely the interest in entrepreneurship of Entrepreneurship students at the Indonesian Education University. The following are the results of partial data testing in this study.

Table 11 Partial T-Test Results

model		Unstandardized B	Coefficients Std.error	Standardized Coefficients Beta	t	sig	Collinearty Tolerance	Statistic VIF
				Coefficients^a				
1	(Constant)	12.188	4,515		2,699	008		
	knowledge of entrepreneurship	482	0,88	,480	5,482	<,001	,592	1,690
	The role of the family	259	,059	,382	4.368	<,001	,592	1,690

a.Dependent Variable Entrepreneurial Interest.

Source: Processed data, 2024

If the sign value is <0.05 or the calculated t value is > t table then there is an influence of variable X on variable Y (and vice versa).

T table   = (a/2 ; nk-1)

    T   = (0.025 ; 89 - 2 -1)

    T   = (0.025 ; 86)

    T   = 1,987

Based on the table of results of the T test, it is known that the value of entrepreneurial knowledge sign is 0.01 less than 0.05 and the value of t count is 5.482 more than t table 1.987 so it can be concluded that H1 is accepted which means there is an influence between entrepreneurial knowledge and interest in entrepreneurship. Likewise, the table of results of the T test shows that the value of the family role sign is 0.001 less than 0.05 and the value of t count is 4.368 more than t table 1.987 so it can be concluded that H1 is accepted which means there is an influence between the role of the family and interest in entrepreneurship.

F Test Results

In this study, the F test is used to determine whether the independent variables, namely entrepreneurial knowledge and family roles, have an influence on the dependent variable, namely the interest in entrepreneurship simultaneously or together. To prove the hypothesis, a simultaneous F test was conducted in this study with the following results:

Table 11 Simultaneous F-Test Results

ANOVA [a]						
Model		Sum of Squares	df	Mean square	F	sig
1	Regression	2887,216	2	1443,608	67,379	<,001[b]
	Residual	1842,2559	86	21,425		
	Total	4729,775	88			

a.Dependent Variable : Entrepreneurial Interest.

b. Predictors: (constant), the role of family, Entrepreneurial Knowledge.

Source: Processed data, 2024

If the sign value is <0.05 or the calculated F value is > table f, then there is an influence of variable X on variable Y (and vice versa).

Ftable	= F table + F (k ; n - k)
F	= (2 ; 89 - 2)
F	= 2 ; 87
F	= 3.95

Based on the table above, it is proven that the results of the simultaneous F test value are 67.379 at a significance level of <,001. Replacing the significance value is smaller than 0.05, then H0 is rejected while H1 is accepted. Based on these findings, it can be said that the dependent variable of entrepreneurial interest (Y) is positively influenced simultaneously by the independent variables, namely entrepreneurial knowledge, family roles. The coefficient of determination is used to determine the percentage of the influence of entrepreneurial knowledge, family roles, on entrepreneurial interest. The following are the results of the coefficient of determination test in this study.

Table 12 Results of Determination Coefficient Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std.Error of the Estimate
1	,781a	0.61	0.601	4.62873

a. Predictors: (Constant), Entrepreneurial Knowledge, Family Role

b. Dependent Variable: Interest in Entrepreneurship

Source: Processed data, 2024

The table above proves that the results of the coefficient of determination value are 0.601. It can be concluded that the independent variables, namely entrepreneurial knowledge, the role of the family together have a 61% effect on the interest in entrepreneurship (Y) of entrepreneurship students at the Indonesian Education University. While the remaining 39% is influenced by other variables such as personality and creativity.

CONCLUSION

Data testing reveals that entrepreneurial knowledge significantly influences entrepreneurial interest among Entrepreneurship students, as the computed t value surpasses the t table value, supporting hypothesis H1. This finding aligns with Ayumi & Sati (2022), which highlights the impact of entrepreneurial knowledge on students at the University of Muhammadiyah Bengkulu.

Descriptive analysis shows that personality maturity is the highest indicator, indicating that students have the psychological maturity to develop an entrepreneurial mindset. Following this, entrepreneurship skills demonstrate their ability to identify opportunities and create business plans, while technical skills reflect their proficiency in managing technology and data analysis. Management skills indicate their capability to effectively plan, organize, lead, and control resources to achieve business goals. The analysis also indicates that individuals with higher entrepreneurial knowledge show greater interest in entrepreneurship. This study emphasizes that entrepreneurial knowledge enhances theoretical understanding, self-confidence, and mental readiness to tackle entrepreneurial challenges. The presence of key indicators among students with high entrepreneurial knowledge suggests they are well-equipped to identify opportunities and formulate business plans.

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