

Entrepreneurship Education, Family Environment, and Peer Influence on Entrepreneurial Readiness: The Mediating Role of Entrepreneurial Motivation

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ABSTRACT

This study examines the influence of entrepreneurship education, family environment, and peer influence on entrepreneurial readiness through entrepreneurial motivation in the context of higher education. The study was motivated by the growing importance of entrepreneurial readiness as an alternative pathway to address employment challenges and promote self-employment among graduates. A quantitative approach with a descriptive explanatory design was employed to analyze the relationships among variables. Data were collected from 100 respondents through a structured questionnaire and analyzed using path analysis to test both direct and indirect effects. The findings indicate that entrepreneurship education has a positive and significant effect on entrepreneurial motivation, which subsequently contributes significantly to entrepreneurial readiness. In contrast, family environment and peer influence do not show significant direct effects on entrepreneurial readiness through entrepreneurial motivation. These results suggest that formal entrepreneurship learning plays a more decisive role in shaping motivation and readiness for entrepreneurship than external social environments. The study highlights the need to strengthen entrepreneurship-oriented learning through practical content, motivational support, and applied business experiences that can improve students' readiness to engage in entrepreneurial activities. The findings also imply that entrepreneurship education should not only focus on theoretical understanding but also emphasize business management, marketing capability, and decision-making skills.

Keywords: Entrepreneurship Education, Family Environment, Peer Influence, Entrepreneurial Motivation, Entrepreneurial Readiness

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1. INTRODUCTION

Unemployment is a major issue facing developing countries, including Indonesia. According to data from the Central Statistics Agency (BPS), unemployment is defined as individuals who are unemployed but are seeking work or preparing to start a new business, or those who are not actively seeking work. In this context, according to (Sadono Sukirno 2007, Widyanto 2024) in their book *Modern Macroeconomics*, unemployment is defined as a condition in which a person desires work but is simultaneously unemployed.

Although unemployment in Indonesia has shown a downward trend over the past five years, BPS data in 2020 actually recorded an increase in the unemployment rate, reaching 6.88

million people. This increase was significantly influenced by the impact of the Covid-19 pandemic, which disrupted various economic sectors. Based on economic theory and previous research, unemployment can be caused by various factors, one of which is population growth. High population growth directly impacts the imbalance between the number of available jobs and the workforce. As the population increases, competition for jobs becomes fiercer, resulting in a large number of workers being unable to be absorbed by the labor market, thus posing a serious economic problem.

Therefore, reducing unemployment rates requires various efforts, one of which is increasing the number of entrepreneurs. (Subri 2014, Zenika 2022) state that creating new entrepreneurs can open new jobs, which in turn can reduce unemployment. This aligns with Schumpeter's view, which emphasizes the crucial role entrepreneurs play in driving economic growth. Furthermore, according to David McClelland in his book, *The Achieving Society*, a country's prosperity can be measured by the number of entrepreneurs, which ideally should reach at least 2% of the total population.

In response to these challenges, the Indonesian government has undertaken various efforts to increase the number of entrepreneurs, one of which is by including entrepreneurship courses in the educational curriculum, particularly at universities. The Faculty of Economics at Makassar State University (UNM) is one educational institution that has implemented entrepreneurship courses, with the aim of equipping students with relevant entrepreneurial skills needed in the business sector. Entrepreneurship education is expected to provide not only theoretical understanding but also practical experience useful in business management.

However, to create successful entrepreneurs, various factors must be considered, including entrepreneurship education, family environment, and peer influence. These factors can influence an individual's entrepreneurial readiness, which in turn is closely related to their entrepreneurial motivation. In this context, entrepreneurial motivation is a key factor that encourages students to take the courage to start and manage a business.

This study aims to analyze the influence of entrepreneurship education, family environment, and peer influence on entrepreneurial readiness through entrepreneurial motivation among entrepreneurship students enrolled in the 2023 intake at the Faculty of Economics and Business, Makassar State University. By understanding the influence of these factors, it is hoped that the results of this study can make a significant contribution to the development of policies and programs that support the development of entrepreneurship among students.

2. METHOD

2.1 Research Model and Hypotheses

This research uses a quantitative approach, with several variables to be tested for their influence, with numerical data generated. Quantitative research tests objective theories by analyzing the relationships between variables (Creswell, 2013). This type of quantitative research always includes descriptive questions regarding the dependent and independent variables, as well as questions about the relationship between the dependent and independent variables (Creswell, 2013). Hypotheses are tested using path analysis. The following is the research design.

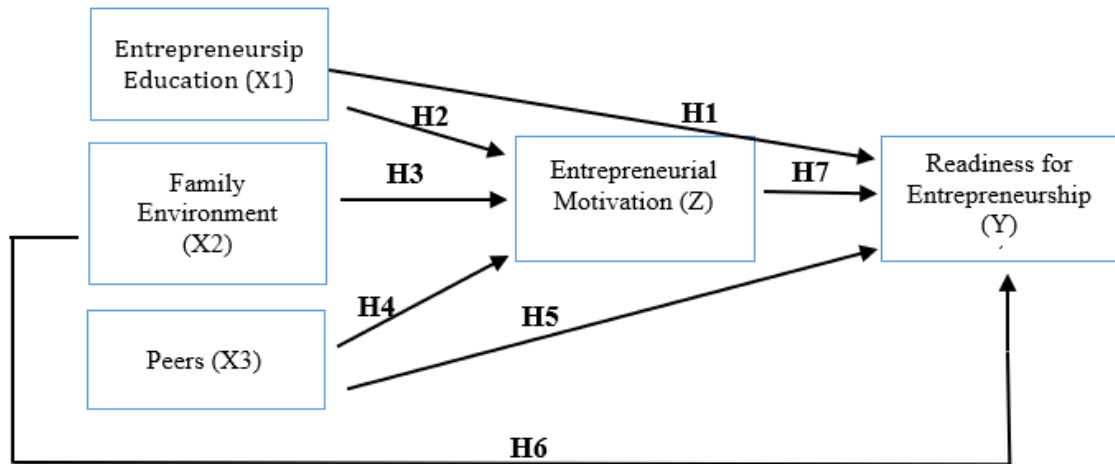


Figure 1: Research Design

Based on Figure 1 above, this research is a descriptive explanatory research which means describing the influence between the variables studied. Descriptive means explaining and analyzing the research variables, namely the variables of Entrepreneurship Education (X1), Family Environment (X2), Peers (X3), Entrepreneurial Motivation (Z), Entrepreneurial Readiness (Y). While explanation means looking for causal influences between research variables through hypotheses. The causal influence is the direct influence between Entrepreneurship Education (X1), Family Environment (X2), Peers (X3), Entrepreneurial Motivation (Z), Entrepreneurial Readiness (Y). Entrepreneurship Students Class of 2023, Faculty of Economics, State University of Makassar. This research design is also based on COR and JD-R theories, as well as relevant previous research. This allows researchers to hypothesize direct and indirect influences in this study. Further details can be found in the following hypothesis summary table.

Table 1: Summary of Hypotheses

Hypothesis	Description
H1	Entrepreneurship Education has a positive and direct influence on Entrepreneurial Readiness
H2	Entrepreneurship Education has a positive and direct influence on Entrepreneurial Motivation
H3	Family environment has a positive and direct influence on entrepreneurial motivation
H4	Peers have a positive and direct influence on Entrepreneurial Motivation
H5	Peers have a positive and direct influence on Entrepreneurial Readiness
H6	Family environment has a positive and direct influence on entrepreneurial readiness
H7	Entrepreneurial Motivation has a positive and direct influence on Entrepreneurial Readiness
H8	Entrepreneurship Education influential positive and negative direct against Readiness Entrepreneurship through Motivation Entrepreneurship
H9	Family environment has a positive and indirect influence on entrepreneurial readiness through entrepreneurial motivation.
H10	Peers have a positive and indirect influence on Entrepreneurial Readiness through Entrepreneurial Motivation

Based on table 1 above, this research has 10 hypotheses. The hypothesis will test the direct influence of Entrepreneurship Education (X1) on Entrepreneurial Readiness (Y), the direct influence of Entrepreneurship Education (X1) on Entrepreneurial Motivation (Z), the direct influence of Family Environment (X2) on Entrepreneurial Motivation (Z), the direct influence of Peers (X3) on Entrepreneurial Motivation (Z), the direct influence of Peers (X3) on Entrepreneurial Readiness (Y) Family Environment (X2) on Entrepreneurial Readiness (Y), the direct influence of Entrepreneurial Motivation (Z) on Entrepreneurial Readiness (Y), the indirect influence of Entrepreneurship Education (X1) on Entrepreneurial Readiness (Y) through Entrepreneurial Motivation (Z), the indirect influence of Family Environment (X2) on Entrepreneurial Readiness (Y) through Entrepreneurial Motivation (Z), and the indirect influence of Peers (X3) on Entrepreneurial Readiness (Y) through Entrepreneurial Motivation (Z). Entrepreneurship (Z).

2.2 Population and Sample

The population in this study is all active entrepreneurship students of the 2023 intake of the Faculty of Economics, Makassar State University (UNM), with a total number of approximately 130 Students from four classes were selected. The sampling technique used was Proportional Random Sampling, calculated using Slovin's method, resulting in a sample size of 100 respondents, or 76.92% of the population.

2.3 Data Collection

Data collection was conducted by determining the research subjects, namely all entrepreneurship students of the 2023 intake of the Faculty of Economics, Makassar State University, using a questionnaire. The questionnaire used was a closed questionnaire using digital media, often referred to as Google Forms, while the scale used was a Likert scale. Scoring used a Likert scale with 5 alternative answers, namely: Strongly Disagree: 1, Disagree: 2, Quite Agree: 3, Agree: 4, and Strongly Agree: 5. Next, the data was analyzed. with use Statistical Package for The Social Science application or what is now more known with Statistical Product and Service Solutions (SPSS) version 26. The data analysis used in this study consists of descriptive statistical data analysis, classical assumption tests, and path analysis.

3. RESULTS AND DISCUSSION

3.1 Hypothesis Testing

Hypothesis testing is used to test the influence of exogenous variables directly and indirectly on endogenous variables. The hypothesis is accepted or rejected based on the criteria: if the p-value <0.05, then H0 is accepted, or the regression coefficient is stated to be significant. The results of the direct and indirect influence hypothesis testing can be seen in the following table:

Table 2: Results of Direct Hypothesis Testing

Variables	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Constant	1,758	1,405		1,251	,214
Entrepreneurship education	,575	,124	,473	4,655	,000
Environment family	,050	,075	,069	,666	,507
Friends of the same age	,046	,098	,050	,470	,639
Motivation Entrepreneurship	,411	,134	,339	3,070	,003
R square	,788				
e1	0.212				

To obtain the influence of error (e1), the formula used is:

$$e1 = 1 - R^2 = \sqrt{1 - ,788} = 0.212$$

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

$$Y = .473$$

The coefficient of determination of 0.212 indicates that the variables Entrepreneurship Education, Family Environment, Peers, and Entrepreneurial Motivation jointly have a direct influence on the Entrepreneurial Intention (Y) variable by 21.2%. This means that these four variables are able to explain part of the variation or changes in the entrepreneurial intentions of the respondents in this study. Meanwhile, the remaining 78.8% is influenced by other variables that are not included in this research model. These factors may include aspects such as individual personality, prior business experience, economic conditions, broader social support, and other environmental factors that may also affect the development of entrepreneurial intentions. Therefore, future research is expected to include additional variables to better explain entrepreneurial intention more comprehensively.

Table 3: Results of Indirect Hypothesis Testing

Variables	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Constant	2,158	1,459		1,479	,0142
Entrepreneurship Education	,740	,116	,608	6,373	,000
Environment Family	,130	,073	,179	1,771	,080
Friends of the same age	,120	,099	,129	1,206	,231
R square	,767				
e1	0.233				

To obtain the influence of error (e2), the formula used is:

$$e2 = 1 - R^2 = \sqrt{1 - ,767} = 0.233$$

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

$$Z = .608 X_1 + .179 X_2 + .129 X_3 + .233$$

The coefficient of determination of 0.233 shows the direct influence of Entrepreneurship Education, Family Environment, Peers on the Entrepreneurial Motivation variable of 23.3%, while 76.7% is influenced by other variables outside this model or research.

Entrepreneurship Education has a positive and significant influence on Entrepreneurial Readiness through Entrepreneurial Motivation

Indirect effect: = $X_1 \rightarrow Z \rightarrow Y$

$$\begin{aligned} &= \beta_4 \times \beta_7 \\ &= .608 \times .339 \\ &= 0.206 \end{aligned}$$

Family environment has a negative and insignificant influence on entrepreneurial readiness through entrepreneurial motivation.

Indirect effect: = $X_2 \rightarrow Z \rightarrow Y$

$$\begin{aligned} &= \beta_5 \times \beta_7 \\ &= ,179 \times ,339 \\ &= 0.060 \end{aligned}$$

Peers have a negative and insignificant influence on Entrepreneurial Readiness through Entrepreneurial Motivation.

Indirect effect: = $X_3 \rightarrow Z \rightarrow Y$

$$= \beta_6 \times \beta_7$$

$$=,129 \times ,339$$

$$= 0.043$$

- H1: Entrepreneurship Education on Entrepreneurial Readiness has a significance value of $0.000 < 0.05$ and a Beta value of 0.473. Based on these results, it can be concluded that H1 is accepted.
- H2: Entrepreneurship Education on Entrepreneurial Motivation has a significance value of $0.000 < 0.05$ and a Beta value of 0.608 . Based on these results, it can be concluded that H2 is accepted.
- H3: The Influence of Family Environment on Entrepreneurial Motivation has a significance value of $0.080 > 0.05$ and a Beta value of 0.179. Based on these results, it can be concluded that H3 is rejected.
- H4: The Influence of Peers on Entrepreneurial Motivation has a significance value of $0.231 > 0.05$ and a Beta value of 0.129. Based on these results, it can be concluded that H4 is rejected.
- H5: The Influence of Peers on Entrepreneurial Readiness , has a significance value of $0.639 > 0.05$ and a Beta value of 0.050. Based on these results, it can be concluded that H5 is rejected.
- H6: The Influence of Family Environment on Entrepreneurial Readiness has a significance value of $0.507 > 0.05$ and a Beta value of 0.069. Based on these results, it can be concluded that H6 is rejected.
- H7: The Influence of Entrepreneurial Motivation on Entrepreneurial Readiness has a significance value of $0.003 < 0.05$ and a Beta value of 0.339 . Based on these results, it can be concluded that H7 is accepted.
- H8: The Effect of Entrepreneurship Education on Entrepreneurial Readiness through Entrepreneurial Motivation has a Beta value of 0.679. Based on these results, it can be concluded that H8 is rejected.
- H9: The Influence of Family Environment on Entrepreneurial Readiness through Entrepreneurial Motivation has a Beta value of 0.129. Based on these results, it can be concluded that H9 is rejected.
- H10: The Influence of Peers on Entrepreneurial Readiness through Entrepreneurial Motivation has a Beta value of 0.093. Based on these results, it can be concluded that H10 is rejected.

Table 4: Path Analysis Results

Influence between variables	Influence		Total
	Direct	Indirect	
Effect of X1 → Y	0.473	-	0.108
Effect of X2 → Y	0.069	-	0.104
Effect of X3 → Y	0.050	-	0.156
Effect of X1 → Z	0.608	-	0.263
Pengaruh X2 → Z	0,179	-	0.142
Pengaruh X3 → Z	0.129	-	0,287
Pengaruh Z → Y	0.339	-	0,604
Pengaruh X1 → Z → Y	0,473	0,206	0.679
Pengaruh X2 → Z → Y	0.069	0.060	0.129
Pengaruh X3 → Z → Y	0.050	0.043	0.093

Based on the structure of this research model, the following empirical equation can be made.

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

$$Y = 0.473 X_1 + 0.069 X_2 + 0.050$$

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

$$Z = 0.608 X_1 + 0.179 X_2 + 0.129 X_3 + 0.233$$

The following are the results of path analysis in diagram form.

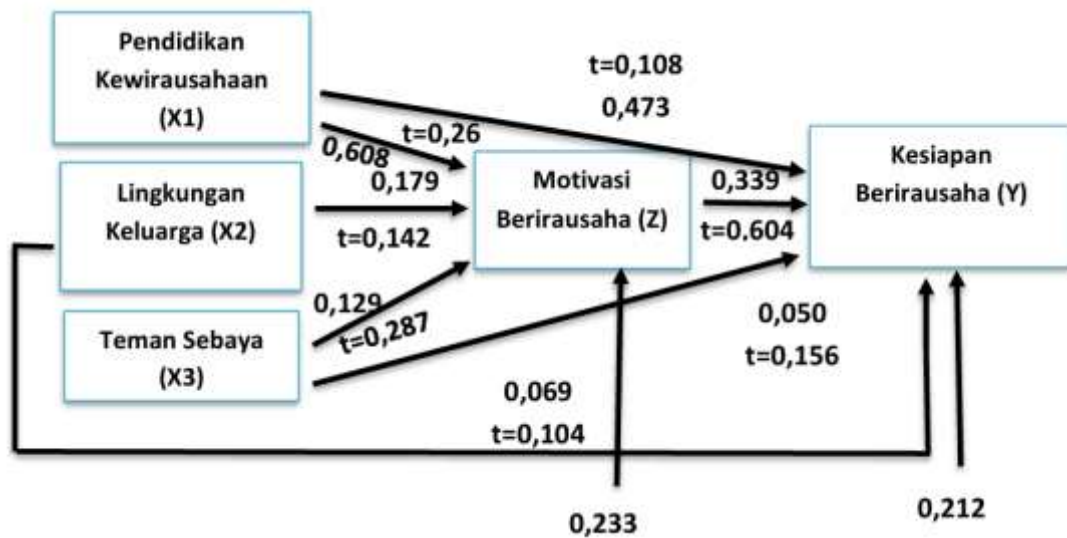


Figure 2. Path Analysis Result Model

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

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

Interpretation (R^2) determination as follows:

$$R^2 = 1 - (0,212^2) - (0,233^2) = 1 - 0,002 = 0,998$$

Based on the coefficient of determination above, it shows a direct and indirect influence of 0.998, or 99.8%. In other words, the information contained in the data (99.8%) is explained by the model. Meanwhile, (0.2%) is explained by variables outside the model or this research.

3.2 DISCUSSION

3.2.1 The Influence of Entrepreneurship Education on Entrepreneurial Readiness of Entrepreneurship Students of the 2023 Class of the Faculty of Economics, Makassar State University

The results of this study state that there is a positive and significant relationship between entrepreneurship education and entrepreneurial readiness in Entrepreneurship Students of the 2023 Faculty of Economics, Makassar State University. The results of this study are in line with research conducted by Kamilah et al., (2022) entitled "The Effect of Entrepreneurship Education and Entrepreneurial Creativity on Entrepreneurial Readiness in Economic Education Students" showing that the entrepreneurship education variable has a positive and significant partial effect on entrepreneurial readiness. (Wibowo, 2011; Kamilah et al., 2022) also stated " Learning materials entrepreneurship that is arranged with Good in accordance development technology will influence readiness somebody For open " Entrepreneurship education plays a crucial role in preparing individuals to start a business. The relationship between entrepreneurship education and entrepreneurial readiness is strong, as the learning process in this field is structured and ongoing, both through formal and informal channels. The goal is to develop an entrepreneurial spirit. Therefore, the knowledge gained from entrepreneurship education serves as a foundation for individuals preparing to run a business.

3.2.2 The Influence of Entrepreneurship Education on Entrepreneurial Motivation in Entrepreneurship Students of the 2023 Class of the Faculty of Economics, Makassar State University

This study shows the influence of entrepreneurship education on entrepreneurial motivation in Entrepreneurship Students of the 2023 Entrepreneurship Faculty of Economics, Makassar State University. This is in line with the research of Fa'izatul & Suharningsih, (2017) entitled "The Influence of Entrepreneurship Education on Entrepreneurial Motivation of Students of the Department of Management, Faculty of Economics and Business, Airlangga University, Surabaya" that there is an influence of entrepreneurship education on entrepreneurial motivation. Increasing motivation big there are students cause container prepared by the university No vain but will give birth to entrepreneur reliable young man. With the more many student start business since college so most likely after graduating will continue business that has been pioneered

3.2.3 The Influence of Family Environment on Entrepreneurial Motivation in Entrepreneurship Students of the 2023 Class of the Faculty of Economics, Makassar State University

The results of this study indicate that the family environment does not have a positive influence on entrepreneurial motivation in Entrepreneurship Students of the 2023 Class of the Faculty of Economics, Makassar State University. The greater the influence of family mindsets, the greater the drive that spurs an individual to act or make a decision. For some parents who have limited knowledge about entrepreneurship, most have the view that entrepreneurs are no different from traders in general, they consider that having a permanent job such as being a civil servant or working in a private company is a better choice. Many students want to become entrepreneurs but have different opinions from their parents. This is possible because while a student has gained a lot of knowledge about entrepreneurship education and their personality already refers to wanting to become an entrepreneur, the parents of that person do not allow their children to become entrepreneurs because of the perspective that considers being an entrepreneur is the same as being a trader in general and most parents prefer their children to work as employees or in offices. This is what causes the family environment to have no positive influence on entrepreneurial motivation. This is supported by previous research conducted by Wulandari & Winarso (2020). shows that the role of parents does not have a significant influence on entrepreneurial motivation in students at Ahmad Dahlan University and the Islamic University of Indonesia Yogyakarta.

3.2.4 The Influence of Peers on Entrepreneurial Motivation in Entrepreneurship Students of the 2023 Class of the Faculty of Economics, Makassar State University

The results of this study state that peers do not have a positive influence on entrepreneurial motivation in Entrepreneurship Students of the 2023 Class of the Faculty of Economics, Makassar State University. This is in line with research conducted by Widyastuti (2018) entitled "The influence of family and peer environment on entrepreneurial interest through entrepreneurial motivation in students majoring in business marketing at SMK Multimedia Tumpang" The study shows that although family and peer environments are considered important, the results of the analysis show that there is no significant influence of peers on entrepreneurial motivation. This suggests that other factors, such as educational support and the broader social environment, may have a greater impact.

3.2.5 The Influence of Peers on Entrepreneurial Readiness of Entrepreneurship Students of the 2023 Class of the Faculty of Economics, Makassar State University

The results of this study indicate that peers do not have a positive effect on entrepreneurial readiness in Entrepreneurship Students of the 2023 Class of the Faculty of Economics, Makassar State University. In accordance with the results of research conducted by Pangelstulti (2017) who

stated that peer interaction influences entrepreneurial readiness, the higher the interaction with peers will increase entrepreneurial readiness. This is also supported by research conducted by Aprizal and Syulhada (2021) that there is a significant influence between peer interaction and entrepreneurial readiness. However, in this study there is no significant relationship between peer interaction variables and entrepreneurial readiness. The results of this study are in line with research conducted by Pokhrel (2024) entitled "The Relationship Between Self-Confidence and Peer Interaction with Entrepreneurial Readiness in MSME Actors in the Sumu Yogyakarta Community" which states that there is an insignificant relationship between peer interaction and entrepreneurial readiness.

3.2.6 The Influence of Family Environment on Entrepreneurial Readiness of Entrepreneurship Students of the 2023 Class of the Faculty of Economics, Makassar State University

The empirical research results show that there is no significant influence between the Family Environment on the Entrepreneurial Motivation of Entrepreneurship Students of the 2023 Entrepreneurship Faculty of Economics, Makassar State University. These research results are in line with the findings of Rahmadi & Heryanto (2016) who stated that the family environment does not have a significant influence on children's interest in entrepreneurship. They explained that family economic factors or parental occupations do not influence a child's decision to become an entrepreneur. However, encouragement and guidance from parents can play an important role in motivating children to become entrepreneurs. Similar findings were also found in research (Susilawati 2013, Agustin et al., 2021) which showed that the influence of entrepreneurship education is greater than the influence of the family environment. A good education can provide the knowledge and skills needed to develop a business or enterprise.

3.2.7 The Influence of Entrepreneurial Motivation on Entrepreneurial Readiness in Entrepreneurship Students of the 2023 Class of the Faculty of Economics, Makassar State University

Based on this research, empirically, Entrepreneurial Motivation has a positive and significant influence on Entrepreneurial Readiness in Entrepreneurship Students of the 2023 Entrepreneurship Class of the Faculty of Economics, Makassar State University. This is in accordance with the research conducted by Amenan & Sukijdo (2016) that there is a positive relationship between Entrepreneurial Motivation and Entrepreneurial Readiness. Astiti & Margunani in their research also stated that there is a positive relationship between Entrepreneurial Motivation and Entrepreneurial Readiness. This explains that even though it is carried out in different research objects, different places and different circumstances, motivation influences entrepreneurial readiness.

3.2.8 The Influence of Entrepreneurship Education on Entrepreneurial Readiness through Entrepreneurial Motivation in Entrepreneurship Students of the 2023 Class of the Faculty of Economics, Makassar State University

Based on the research results, empirically, Entrepreneurship Education has a positive and significant influence on Entrepreneurial Readiness through Entrepreneurial Motivation in Entrepreneurship Students of the 2023 Entrepreneurship Class of the Faculty of Economics, Makassar State University. This research is in line with the findings of Firdaus (2017), which revealed a significant relationship between entrepreneurship education and increased entrepreneurial motivation among students. Meanwhile, research by Ratumbusang and Rasyid (2015) also showed a significant influence of the entrepreneurship learning process on student readiness to enter the world of entrepreneurship. Astiti and Margunani in their research also stated that even though it was conducted in different research objects, different places and circumstances, the direct influence of entrepreneurship education on entrepreneurial readiness was smaller than the indirect influence through motivation.

3.2.9 The Influence of Family Environment on Entrepreneurial Readiness through Entrepreneurial Motivation in Entrepreneurship Students of the 2023 Class of the Faculty of Economics, Makassar State University

Based on the research results, empirically, the Family Environment through Entrepreneurial Readiness does not influence the Entrepreneurial Motivation of Entrepreneurship Students of the 2023 Entrepreneurship Faculty of Economics, Makassar State University. This finding is in line with the research conducted by Arrinalhaq & Rapih (2024) that the family environment is a factor that cannot be changed and is therefore under parental control. The results of this study are in line with the findings of Rahmadi & Heryanto (2016) which state that the family environment does not have a significant influence on children's interest in entrepreneurship.

3.2.10 The Influence of Peers on Entrepreneurial Readiness through Entrepreneurial Motivation in Entrepreneurship Students of the 2023 Class of the Faculty of Economics, Makassar State University

According to the theory (Slavin 2008:157, Anggraini 2019) peer groups are the initial social environment where adolescents begin to learn to interact and live with individuals who are not part of their family. Readiness for entrepreneurship can develop through interactions between peers, who can provide insight and understanding of the business world. Aprizal et al. (2019) also revealed that someone who has entrepreneurial readiness can certainly be influenced by peer interactions with entrepreneurial knowledge. Based on the results of the study, empirically Peers do not influence Entrepreneurial Readiness through Entrepreneurial Motivation of Entrepreneurship Students of the 2023 Faculty of Economics, Makassar State University. In contrast to the results of Pangestuti's research (2018) which shows that there is an influence, but although peer interactions make a significant contribution, there are other factors that are more dominant in influencing students' entrepreneurial readiness. This study also highlights that not all aspects of peer interactions have a positive effect on entrepreneurial readiness, indicating that there are other variables that must be considered.

4. CONCLUSIONS AND SUGGESTION

4.1 CONCLUSION

Based on the research results and discussion, it can be concluded that entrepreneurship education has the most dominant influence on entrepreneurial readiness and motivation among entrepreneurship students of the 2023 Faculty of Economics and Business, with significant effects both directly and indirectly. Entrepreneurial motivation also plays a crucial role in enhancing students' readiness to enter the business world. Conversely, family and peer environments do not significantly influence entrepreneurial motivation or readiness. Therefore, educational institutions need to focus on developing a quality entrepreneurship curriculum, both theoretically and practically, to produce competent and competitive young entrepreneurs.

4.2 SUGGESTION

Based on the results of this study, the researcher offers several recommendations. First, this research can serve as a reference for lecturers or teaching staff in developing and implementing more effective learning strategies, thereby improving students' readiness and motivation for entrepreneurship. Second, students are expected to develop practical skills not only in product creation but also in other aspects such as financial planning, marketing, and market analysis to support the sustainability of their pioneering businesses. Third, educational institutions are advised to provide supporting facilities and programs such as business incubators, training, and collaboration with business actors as strategic steps to create a better entrepreneurial ecosystem. Finally, for future researchers, it is recommended to expand the scope

of the study by adding variables such as the influence of technology or government support, and consider a longitudinal approach to encompass the development of entrepreneurial readiness.

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