

Entrepreneurial Interest is Reviewed from Entrepreneurship Education, Family Environment, and Technopreneurship Literacy with Self-Efficacy as an Intervening variable

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ABSTRACT

Entrepreneurial interest is a person's feeling of interest in entrepreneurial activities and wanting to become an entrepreneur. Entrepreneurial interest is one of the predictors of entrepreneurial behavior. The purpose of this study was to examine whether there is an influence of entrepreneurship education, family environment, and technopreneurship literacy on entrepreneurial interest through self-efficacy as an intervening variable. This type of research uses quantitative research. The population in this study was 427 students of Entrepreneurship Makassar State University and the number of samples was 100 respondents. Data collection techniques in this study used questionnaires. Meanwhile, the data analysis technique used is path analysis. The results of the research can be used as evaluation material for teaching staff or lecturers in order to guide students to entrepreneurial interests, so as to produce new businesses that are beneficial to the community.

Keywords: entrepreneurial interest, entrepreneurship education, family environment, technopreneurship literacy, self-efficacy.

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1. INTRODUCTION

As the rapid progress and development of globalization today, people are expected to be creative in creating jobs. However, in reality, the number of graduates from schools and higher education institutions is quite high, while the available job market does not match the number of graduates. As a result, many graduates remain unemployed due to the difficulty in finding jobs. One way to combat unemployment is by opening job opportunities or in other words, entrepreneurship. Engaging in entrepreneurial activities can benefit many parties, so interest in entrepreneurship needs to be increased. Entrepreneurial activities have been taught since my college days, and even in some high schools, entrepreneurial education has been provided (Sekardinii, 2019).

According to Farida & Nurkhin (2016), the Indonesian education system has always undergone changes over time to enter the era of globalization. The purpose of these system changes is to meet the challenges of global competition, increasing labor market openness at the international level, intense competition in the quality of human resources (HRM) in all aspects of life, whether in the education sector or the industrial sector. The education sector plays a crucial role in producing quality and marketable outcomes, while the industrial sector requires productive workforce capable of producing specific products or services that can compete in the market. Therefore, it is necessary to take proactive and productive steps, one of which is improving HRM quality in creating jobs or, in other words, entrepreneurship.

The creation of entrepreneurs becomes an alternative solution to various problems in society, such as poverty and social inequality, increasing unemployment among the productive age group, and the depletion of energy supply reserves, all of which demand creative and

innovative action. The entrepreneurial spirit is not just about academic intelligence and the ability to produce goods but also about a dynamic spirit in capturing challenges and risks, then transforming them into opportunities and potential. Entrepreneurship starts developing not only based on imitation but also follows three spectrum stages, namely invention, innovation, and imitation. The invention spectrum is the highest level of entrepreneurship after innovation and imitation, where in the imitation spectrum, business players only base themselves on imitating existing products or businesses to capture a share of the market for that product. On the other hand, the innovation spectrum means entrepreneurial activities with touches of change in various aspects, resulting in new value (Marti'ah, 2017).

The importance of entrepreneurship can update the education system to support individuals in being more creative and innovative. Entrepreneurial education is a cognitive and psychomotor learning process in the field of entrepreneurship carried out by students with the aim of providing benefits for seeing the existence of an opportunity in entrepreneurship. Entrepreneurship can be made as one of the career choices for someone, in entrepreneurship, it is supported by the interest in entrepreneurship. The interest in entrepreneurship can be seen from the desire of someone, especially students, to create a business. (Famila et al., 2021).

Entrepreneurial interest does not just appear but grows and develops according to the factors affecting it. The growth of entrepreneurial interest is influenced by various factors, including internal and external factors. Internal factors originating from within the entrepreneur's personality can include personal traits, attitudes, or character, motivation, drive, and individual abilities that can provide the individual with the strength to engage in entrepreneurship. External factors originate from outside the entrepreneur and can include elements of the environment such as family environment, business world environment, physical environment, and socio-economic environment.

In this context, the family environment plays a crucial role in nurturing entrepreneurial interest, particularly for students. The family environment is where a child first receives education. This environment, in the form of "role models," also influences entrepreneurial interest. Role models usually refer to parents, other family members (grandparents, uncles, aunts, siblings), friends, partners, or successful businesspeople. The family environment plays a significant role in shaping a child's future, directly affecting their interest in work, including entrepreneurship. (Sari, 2020).

Parents' jobs often show that there is an influence from parents who work themselves, making their children more likely to become entrepreneurs. Because the role of parents as role models is extremely important and will guide their children's choice of work. Entrepreneurial interest develops within a person when the environment supports it, as interest is formed from the family environment.

The next factor affecting entrepreneurial interest is technopreneurship literacy. Technopreneurship literacy is necessary to shape an individual's entrepreneurial interest, especially in technology-based entrepreneurship. Technology-based entrepreneurship needs to be enhanced in the current era. Everything that is difficult can be made easier with the emergence of technology - new Technopreneurship.

Another factor that can influence someone in engaging in entrepreneurial activities or having an interest in becoming an entrepreneur is self-efficacy (self-efficacy). Self-efficacy is one's perception of how well they can function in a specific situation. Self-efficacy serves as a person's belief in their ability to control a certain aspect of their functioning through various experiences in their environment. Personal beliefs like this play a crucial role in the development of an individual's interest. Self-efficacy confidence can affect activities, preparation for an activity, efforts exerted during performance, cognitive patterns, and emotional reactions of a person (Agusmiati & Wahyudin, 2019).

The State University of Makassar is an educational institution that supports the efforts made by the government to promote entrepreneurship, as evidenced by the existence of the

Entrepreneurship Program at the university. Entrepreneurship education for students is crucial to help the government succeed in entrepreneurship programs, so that upon graduation, they can create job opportunities for themselves and the community. Entrepreneurship is considered the best way to minimize unemployment because it is believed to create new job opportunities. The involvement of technology in supporting entrepreneurial activities is greatly needed, especially in this digitalization era. The community is benefited by various conveniences in running their lives. The increasing presence of techno-entrepreneurship is expected to further enhance the interest of student entrepreneurs (Heryani et al., 2023).

Based on the above explanation, the author assumes that entrepreneurial education, family environment, and literate techno-entrepreneurship can influence entrepreneurial interest through self-efficacy as a mediating variable believed to strengthen the relationship between the variables mentioned.

2. METHOD

2.1. Research Model and Hypothesis

This research uses a quantitative approach, where data is presented in numerical form and analysis is based on statistical analysis (Wardani & Nugraha, 2021). Quantitative Research is used to identify the effects of variables, both causally or simultaneously (Heryani et al., 2023). The purpose of the research model is to analyze, describe, and obtain empirical evidence of the relationship patterns between variables (Sekardinii, 2019). A hypothesis is tested using path analysis. Below is the structure of the research design that was carried out:

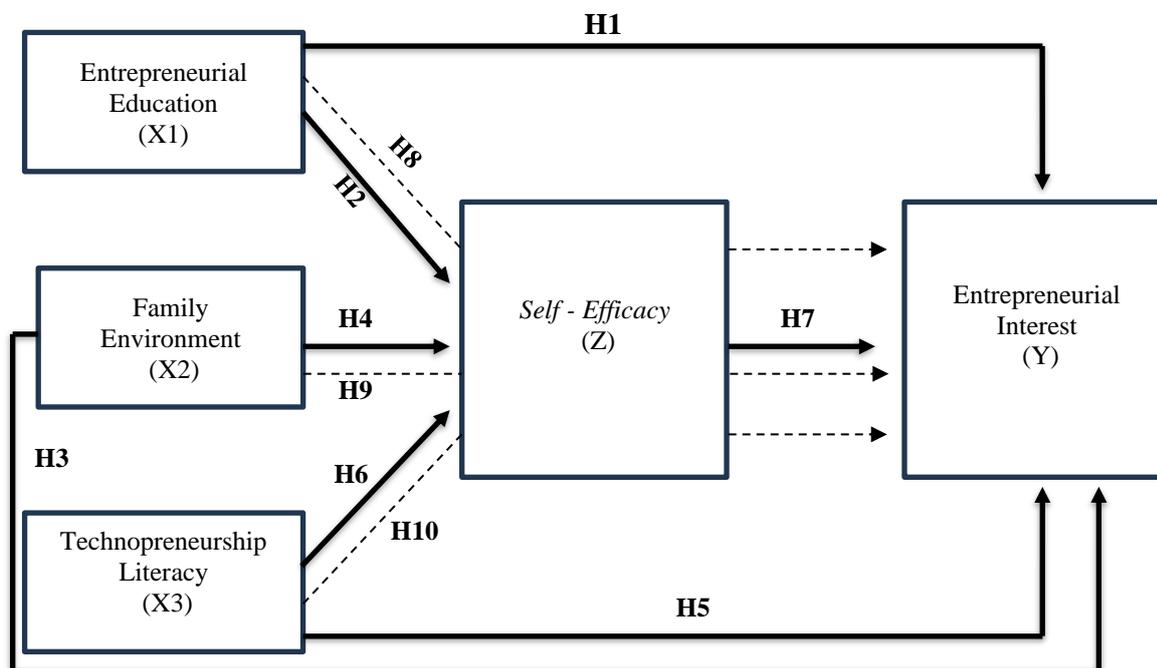


Figure 1. Research Design

Based on Figure 1 above, this research is a descriptive explanatory study, which means it aims to describe the influence between the variables being investigated. Descriptive refers to explaining and analyzing the research study variables, such as Entrepreneurial Education (X1), Family Environment (X2), Technopreneurship Literacy (X3), Entrepreneurial Interest (Y), and Self-Efficacy (Z). Explanatory, on the other hand, means finding the causal influence between the research study variables through a hypothesis. The causal effect is the direct influence of

Entrepreneurial Education (X1), Family Environment (X2), and Technopreneurship Literacy (X3) on Self-Efficacy (Z). Additionally, there's an indirect effect of Entrepreneurial Education (X1), Family Environment (X2), and Technopreneurship Literacy (X3) on Entrepreneurial Interest (Y) through Self-Efficacy (Z) for all students in the Entrepreneurship Program at Universitas Negeri Makassar.

The study design is also based on the COR (Conservation of Resource) theory and the JD-R (Job Demands-Resources) theory, along with previous relevant research. Hence, the researcher can create direct and indirect hypotheses for this study. A clearer overview can be seen in the following summary table of hypotheses:

Table 1. Hypothesis Summary

Hypothesis	Description
H1	Directly, Entrepreneurial Education has a positive impact on entrepreneurial interest.
H2	Directly, Entrepreneurial Education has a positive impact on self-efficacy.
H3	Directly, the family environment has a positive impact on entrepreneurial interest.
H4	Directly, the family environment has a positive impact on self-efficacy.
H5	Directly, Technopreneurship Literacy has a positive impact on entrepreneurial interest.
H6	Directly, Technopreneurship Literacy has a positive impact on self-efficacy.
H7	Directly, self-efficacy has a positive impact on entrepreneurial interest.
H8	Indirectly, Entrepreneurial Education has a positive impact on entrepreneurial interest through self-efficacy
H9	Indirectly, the family environment has a positive impact on entrepreneurial interest through self-efficacy.
H10	Indirectly, Technopreneurship Literacy has a positive impact on entrepreneurial interest through self-efficacy.

Based on table 1 above, this research has 10 hypotheses. This hypothesis will test the direct influence of entrepreneurial education (X1) on entrepreneurial interest (Y), the direct influence of entrepreneurial education (X1) on Self-Efficacy (Z), the direct influence of family environment (X2) on entrepreneurial interest (Y), the direct influence of the environment family (X2) on Self - Efficacy (Z), direct influence of Technopreneurship Literacy (X3) on entrepreneurial interest (Y), direct influence of technopreneurship literacy (X3) on Self - Efficacy (Z), direct influence of self - efficacy (Z) on entrepreneurial interest (Y), Direct influence of Entrepreneurship Education (X1) on entrepreneurial interest (Y) through self-efficacy (Z), Indirect influence of family environment (X2) on entrepreneurial interest (Y) through self-efficacy (Z), Influence Indirect Technopreneurship Literacy (X3) on entrepreneurial interest (Y) through self-efficacy (Z).

2.2. Population and Sample

In this research, the population consists of all active students of the Entrepreneurship Program at Universitas Negeri Makassar, with a total number of students being 427. The sampling technique used was Proportional Random Sampling, employing a sample size of 100 respondents or 23% of the total population. The sample size was calculated using the following solving formula:

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

$$n = \frac{427}{1 + 427(0,09)^2}$$

$$n = 95,76$$

Description:

n = Total Sample
N = Total Population
e = Error Rate of 9% or 0.09

From the given formula, the minimum sample size that can be used is determined as follows: n = 95, with 76 respondents and the researchers obtaining a sample of 100 people.

2.3. Data Collection

Data collection was carried out by determining the research subject, which is all students of the Entrepreneurship Program at the Faculty of Economics and Business, Universitas Negeri Makassar, using a questionnaire. The questionnaire used was a closed-ended questionnaire using digital media, often referred to as Google Forms, and the scale used was the Likert scale. Scores were given using the Likert scale with 5 response options: "Sangat tidak setuju" (1), "Tidak setuju" (2), "Cukup setuju" (3), "Setuju" (4), and "Sangat setuju" (5). Subsequently, the data was analyzed using the Statistical Package for the Social Sciences (SPSS) version 22. The data analysis used in this research includes descriptive statistical analysis, classical assumption tests, and path analysis.

3. RESULTS AND DISCUSSION

3.1. Research Results

3.1.1. Hypothesis Testing

Hypothesis testing is used to test the impact of exogenous variables directly and indirectly on endogenous variables. The hypothesis is accepted or rejected based on a criterion when the p-value is less than 0.05, in which case H0 (null hypothesis) is accepted, or it is stated that the obtained regression coefficient is significant. The results of the hypothesis testing for direct and indirect effects can be found in the following table:

Table 2. Hypothesis Testing Results

Model Summary						
Model	R	R Square		Adjusted R Square	Std. Error of the Estimate	
1	.844 ^a	.712		.700	1.73289	
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	2.516	1.275		1.973	.051

a. Predictors: (Constant), Self-Efficacy, Family Environment, Entrepreneurial Education, Technopreneurship Literacy

Entrepreneurial Education	.175	.078	.228	2.256	.026
Family Environment	.212	.098	.232	2.160	.033
Technopreneurship Literacy	.157	.102	.204	1.543	.126
Self-Efficacy	.240	.107	.256	2.255	.026

a. Dependent Variable: Entrepreneurial Interest

As for obtaining the effect of error (e1), the formula is used:

$$e1 = \sqrt{1 - R^2} = \sqrt{1 - 0,712} = 0,536$$

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_7 Z + e_1$$

$$Y = 0,228 X_1 + 0,232 X_2 + 0,204 X_3 + 0,256 Z + 0,536$$

Koefisien deternisasi sebesar 0,536 menunjukkan pengaruh langsung Pendidikan kewirausahaan, lingkungan keluarga, literasi technopreneurship dan self - efficacy terhadap minat wirausaha (variabel Y) sebesar 53,6% sedangkan 46,4% dipengaruhi oleh variabel lain di luar model atau penelitian ini.

Table 3. Direct Hypothesis Testing Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.874 ^a	.764	.757	1.65965

a. Predictors: (Constant), Technopreneurship Literacy, Entrepreneurial Education, Family Environment,

Coefficients ^a						
	Model	Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	-.286	1.221		-.234	.815
	Entrepreneurial Education	.275	.069	.337	3.993	.000
	Family Environment	.293	.089	.301	3.287	.001
	Technopreneurship Literacy	.255	.094	.311	2.708	.008

a. Dependent Variable: Self-Efficacy

As for obtaining the effect of error (e2), the formula is used:

$$e2 = \sqrt{1 - R^2} = \sqrt{1 - 0,764} = 0,485$$

$$Z = \beta_4 X_1 + \beta_5 X_2 + \beta_6 X_3 + e_2$$

$$Z = 0,337 X_1 + 0,301 X_2 + 0,311 X_3 + 0,485$$

The determination coefficient of 0.485 indicates that 48.5% of the influence on self-efficacy (variable Z) comes from Entrepreneurial Education, Family Environment, and

Technopreneurship Literacy, while the remaining 51.5% is affected by other variables outside this study or model.

Entrepreneurial Education has a positive and statistically significant effect on entrepreneurial interest through the variable self-

$$\begin{aligned} \text{Indirect Effect} &= X1 \rightarrow Y \rightarrow Z \\ &= \beta_4 \times \beta_7 \\ &= 0,337 \times 0,256 \\ &= 0,086 \end{aligned}$$

Technopreneurship Literacy positively and significantly affects entrepreneurial interest through the variable self-efficacy.

$$\begin{aligned} \text{Indirect influence} &= X3 \rightarrow Z \rightarrow Y \\ &= \beta_6 \times \beta_7 \\ &= 0,311 \times 0,256 \\ &= 0,079 \end{aligned}$$

- H1: The effect of Entrepreneurial Education on Entrepreneurial Interest has a significance value of $0.026 < 0.05$ and a beta value of 0.228. Based on this explanation, we can conclude that H1 is accepted.
- H2: The effect of Entrepreneurial Education on Self-Efficacy has a significance value of $0.000 < 0.05$ and a beta value of 0.337. Based on this explanation, we can conclude that H2 is accepted.
- H3: The effect of Family Environment on Entrepreneurial Interest has a significance value of $0.033 < 0.05$ and a beta value of 0.232. Based on this explanation, we can conclude that H3 is accepted.
- H4: The effect of Family Environment on Self-Efficacy has a significance value of $0.001 < 0.05$ and a beta value of 0.301. Based on this explanation, we can conclude that H4 is accepted.
- H5: The effect of Technopreneurship Literacy on Entrepreneurial Interest has a significance value of $0.126 > 0.05$ and a beta value of 0.204. Based on this explanation, we can conclude that H5 is rejected.
- H6: The effect of Technopreneurship Literacy on Self-Efficacy has a significance value of $0.008 < 0.05$ and a beta value of 0.311. Based on this explanation, we can conclude that H6 is accepted.
- H7: The effect of Self-Efficacy on Entrepreneurial Interest has a significance value of $0.026 < 0.05$ and a beta value of 0.256. Based on this explanation, we can conclude that H7 is accepted.
- H8: The effect of Entrepreneurial Education on Entrepreneurial Interest through Self-efficacy has a beta value of 0.112. Based on this result, it can be concluded that H8 is accepted.
 $0,337 \times 0,256 = 0,086$
 $0,026 + 0,086 = 0,112$
- H9: The effect of Family Environment on Entrepreneurial Interest through Self-efficacy has a beta value of 0.11. Based on this result, it can be concluded that H9 is accepted.
 $0,301 \times 0,256 = 0,077$
 $0,033 + 0,077 = 0,11$
- H10: The effect of Technopreneurship Literacy on Entrepreneurial Interest through Self-efficacy has a beta value of 0.205. Based on this result, it can be concluded that H10 is accepted.
 $0,311 \times 0,256 = 0,079$
 $0,126 + 0,079 = 0,205$

3.1.2. Path Analysis

The following is the Path analysis used based on the interpretation results which can be seen through the following table 4.

Table 4. Path Analysis Results

Influence between Variables	Influence		
	Direct	Indirect	Total
Influence X1 → Y	0,228	-	0,228
Influence X2 → Y	0,232	-	0,232
Influence X3 → Y	0,204	-	0,204
Influence Z → Y	0,256	-	0,256
Influence X1 → Z → Y	0,228	0,086	0,314
Influence X2 → Z → Y	0,232	0,077	0,309
Influence X32 → Z → Y	0,204	0,079	0,283

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

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_7 Z + e_1$$

$$Y = 0,228 X_1 + 0,232 X_2 + 0,204 X_3 + 0,256 Z + 0,536$$

$$Z = \beta_4 X_1 + \beta_5 X_2 + \beta_6 X_3 + e_2$$

$$Z = 0,337 X_1 + 0,301 X_2 + 0,311 X_3 + 0,485$$

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

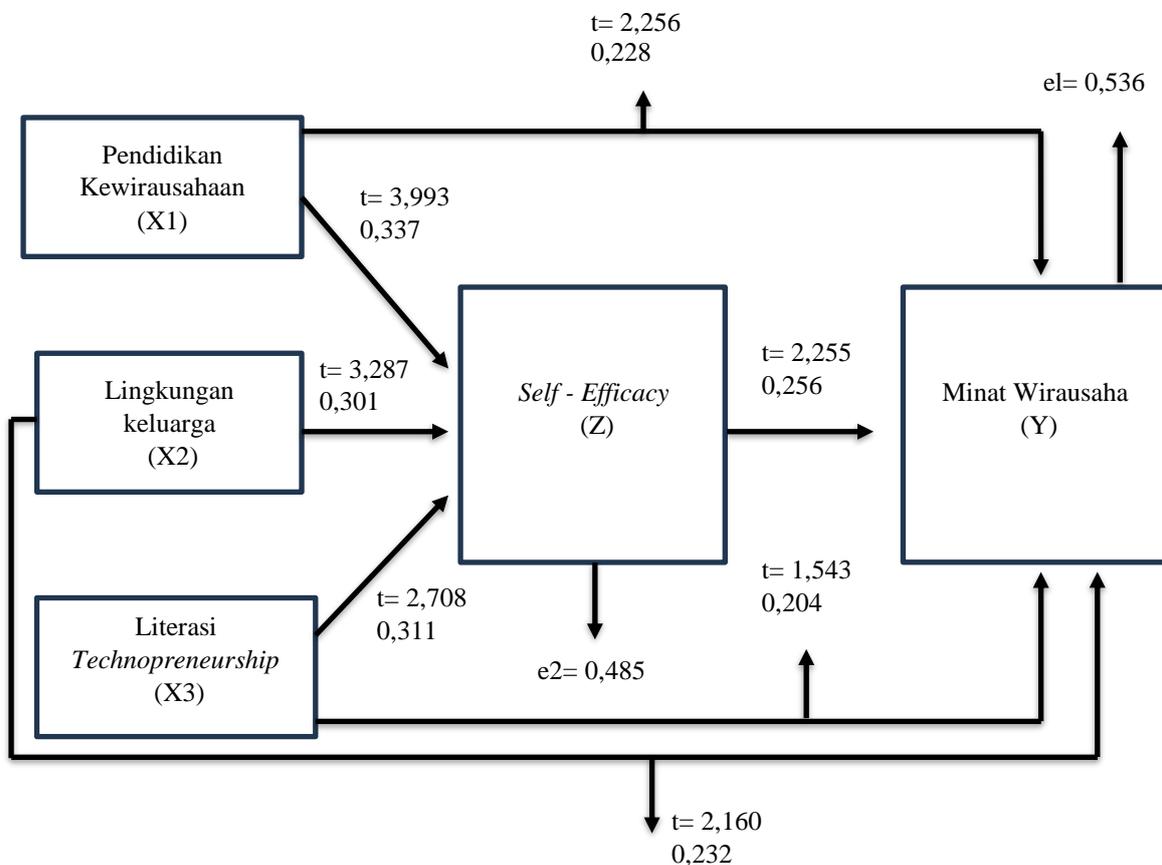


Figure 2. Path Analysis Result Model

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

Coefficient of determination: $Rm^2 = 1 - Pe1^2 \times Pe2^2 \dots \dots \dots Pex^2$

Interpretation of (Rm^2) determination as follows:

$Rm^2 = 1 - (0.536)^2 - (0.485)^2 = 1 - 0.062 = 0.938$

$0,267 \times 0,235 = 0,062$

Based on the determination coefficient mentioned above, it indicates a direct and indirect effect of 0.938 or 93.8%. In other words, 93.8% of the information contained in the data (93.8%) is explained by the model. Meanwhile, 6.2% is explained by variables outside the model.

3.2. Discussion

3.2.1 The Effect of Entrepreneurial Education on Entrepreneurial Interest Among Students of the Entrepreneurship Program at Universitas Negeri Makassar

Entrepreneurial Education is a educational program that focuses on entrepreneurial aspects, aiming to teach children about operating a business and utilizing business opportunities, thus facilitating economic growth. Entrepreneurial Education is related to an individual's knowledge about markets and technology as a tool for assessing changes in the surrounding environment to be turned into business opportunities.

Research results show that there is a positive and significant relationship between Entrepreneurial Education and entrepreneurial interest among students of the Entrepreneurship program at Universitas Negeri Makassar. With good education, a person becomes an entrepreneur and is ready to lead their subordinates. An individual's academic background, especially in the field of business, mainly consists of Business Administration or Economics, which influences motivation and interest in starting a new business in the future.

The research findings are consistent with the research conducted by (Permatasari, 2018), which shows that there is an impact between entrepreneurial education on entrepreneurial interest. In this research, it is understood that the higher the level of entrepreneurial education that teaches essential skills needed, the greater the interest in entrepreneurship.

3.2.2. The Effect of Entrepreneurial Education on Self-Efficacy Among Students of Entrepreneurship at Universitas Negeri Makassar

Self-Efficacy (Self-Efficacy) is the belief an individual has in their ability to effectively handle specific tasks. This can be understood as one's understanding of their own capabilities to complete tasks without comparing themselves to others and maintaining confidence in themselves (Eka, 2019). Entrepreneurial Education taught in a university environment has a significant impact on increasing students' interest in entrepreneurship.

Research findings indicate a positive and significant relationship between the family environment and self-efficacy among entrepreneurship students at Universitas Negeri Makassar. A good entrepreneurial education demonstrates that students have a high level of self-efficacy.

This research is consistent with the research conducted by (Zaneta, 2013), which states that entrepreneurial education has a positive effect on self-efficacy. This means that students who have knowledge about entrepreneurship courses in running a business will have high individual confidence to start their own business.

3.2.3. The Effect of Family Environment on Entrepreneurial Interest Among Students of Entrepreneurship Program at Universitas Negeri Makassar

Family environment is the first setting for children to receive education and value instillation, which will impact their character and prepare them for socialization in the community. From the family environment, a child learns to become a socially aware individual, understanding norms and certain skills when interacting with others.

Parents, especially, play a crucial role in shaping their children's future. Parents' jobs can directly and indirectly influence their interests in undertaking actions. When parents have entrepreneurial jobs, they provide experiences on how to assess opportunities, risk-taking considerations, innovation, creativity, and self-confidence. (Istinaroh, 2019).

The research findings indicate a positive and significant correlation between the family environment and entrepreneurial interest among University of Negeri Makassar Business Administration students. This research suggests that a better family environment leads to a higher entrepreneurial interest. Conversely, a poorer family environment results in a lower entrepreneurial interest among students.

This study is consistent with the research conducted by (Eka, 2019), which found that there is a direct effect of the family environment on the interest in entrepreneurship. If the family supports their child in pursuing entrepreneurship, the student's interest in entrepreneurship will be higher.

3.2.4. The Effect of Family Environment on Self-Efficacy in Entrepreneurship Study Program Students at Universitas Negeri Makassar

Self-efficacy is a self-assessment of one's ability to perform actions, whether good or bad, right or wrong, possible or impossible, according to what is required. The family is the original source of responsibility for children's education, so the family can be said to be the foundation for behavior patterns and personal development of children (Shoimah & Ekonomi, 2019).

Research results show a positive and significant correlation between the family environment and self-efficacy among entrepreneurship students at Universitas Negeri Makassar. A good family environment is one of the factors that can influence the growth and development of an individual throughout their life. The way a family educates will affect their character, behavior, personality, and work ethic of each person.

This research is in line with the research conducted by (Sari, 2020), which states that there is an effect of the family environment through self-efficacy on entrepreneurial interest. This means that the higher the family environment's self-efficacy, the greater its influence on entrepreneurial interest.

3.2.5. The Effect of Technopreneurship Literacy on Entrepreneurial Interest in Entrepreneurship Study Program Students at Universitas Negeri Makassar

Technopreneurship refers to the process of synergy between skills, the ability to use information technology, and mastering a comprehensive concept related to entrepreneurship. Based on literacy and technopreneurship, it is concluded that literasi technopreneurship is a capability to access, utilize, and apply technology to support entrepreneurial activities.

The research states that there is no significant and positive relationship between Literasi Technopreneurship and Entrepreneurial Interest among students of the Entrepreneurship program at Universitas Negeri Makassar. However, this finding contradicts the research conducted by Heryani et al. (2023) which shows a significant effect of literasi technopreneurship on entrepreneurial interest. It can be assumed that the higher the literasi technopreneurship one possesses, the higher their entrepreneurial interest.

This is supported by research (Ramadhanniar, 2017) which shows the impact of technopreneurship on entrepreneurial interest. Technopreneurship encourages students to apply it, thereby fostering entrepreneurial interest. Currently, technopreneurship is being popularized and developed in various campuses with the aim of minimizing graduates who are not absorbed by the business and industrial world. Furthermore, the presence of technopreneurs as a form of adaptation to meet the needs and demands of the digital era. Individuals with good technopreneurship literacy will find it easier to find opportunities to start a business and open up broader opportunities to develop their business with all the conveniences offered by the technology itself.

3.2.6. The Effect of Technopreneurship Literacy on Self-Efficacy in Entrepreneurship Study Program Students at Universitas Negeri Makassar

Technopreneurship refers to the process of synergy between skills, the ability to use information technology, and the mastery of a comprehensive concept related to entrepreneurship. Based on the concept of literacy and technopreneurship, it is deduced that literacy technopreneurship is a capability to access, utilize, and apply technology to support entrepreneurial activities. It cannot be denied that in today's era, almost every aspect of life uses modern technology, including entrepreneurship. There are many successful businesses promoted through social media and advanced information technology, making these businesses successful. Students who are interested in entrepreneurship would also want their future businesses to be successful.

The research findings indicate a positive and significant relationship between technopreneurship literacy and self-efficacy. A good level of technopreneurship literacy shows that students of the Entrepreneurship Program at Hasanuddin University have a high level of self-efficacy.

This research is in line with the study conducted by Trihudyatmanto (2017), which found a significant effect of Technopreneurship Literacy on Self-Efficacy. The better the technopreneurship literacy, the higher the self-efficacy in entrepreneurship.

3.2.7. The Effect Self-efficacy on Entrepreneurial Interest in Entrepreneurship Study Program Students at Universitas Negeri Makassar

Self-efficacy is related to the belief in one's ability to perform a task. Self-efficacy is also influenced by the opportunity to gain confidence through experience and role modeling. Based on this definition, entrepreneurial self-efficacy represents the confidence an individual has in their ability to be an entrepreneur, which can be affected by specific factors. (Zaneta, 2013)

Research results indicate a positive and significant relationship between self-efficacy and entrepreneurial interest among University of Negeri Makassar business administration students. Self-efficacy is related to the confidence that individuals build since childhood. Students who can assess their own abilities will be more able to determine their attitudes in mastering those abilities to become entrepreneurs.

This research is consistent with the research conducted by Sekardinii (2019), which shows that self-efficacy has a positive and significant impact on entrepreneurial interest. The results of this study show that the better the self-efficacy, the better the entrepreneurial interest. Conversely, if self-efficacy is poor, the entrepreneurial interest of students will also be poor.

3.2.8. The Effect of Entrepreneurship Education on Entrepreneurial Interest through Self-efficacy in Students of the Universitas Negeri Makassar Entrepreneurship Study Program

The direct effect is larger than the indirect effect. The low indirect effect indicates a partial mediation of the role of self-efficacy as a mediating variable, meaning that self-efficacy cannot perfectly mediate the effect between entrepreneurial education and interest in entrepreneurship. This is because students believe that the entrepreneurial education they receive in class has already influenced their interest in entrepreneurship. As a result, students consider entrepreneurial education to be sufficient in helping them develop an interest in entrepreneurship without considering self-efficacy.

Being entrepreneurial involves high levels of involvement in decision-making, including internal factors such as personality, perception, motivation, and learning. According to the Theory of Planned Behavior (TPB), entrepreneurial interest is influenced by learning, which in this context refers to entrepreneurial education.

Research has shown a positive and significant relationship between Entrepreneurial Education and Entrepreneurial Interest through Self-efficacy among students of the entrepreneurship program at Universitas Negeri Makassar. This finding indicates that through an entrepreneurship program, students gain knowledge about entrepreneurship, how to be entrepreneurial, analyzing opportunities, understanding the benefits of entrepreneurship, fostering creativity, skills, and performance. This will make students believe in their abilities and apply them in the real world.

This research is in line with another study by Mahfudiyanto (2018), which states that there is a positive and significant effect of Entrepreneurial Education on entrepreneurial interest through self-efficacy.

3.2.9. The Effect of Family Environment on Entrepreneurial Interest through Self-efficacy in Students of the Universitas Negeri Makassar Entrepreneurship Study Program

The impact of the family environment can be positive or negative. The positive effect occurs when someone with high self-efficacy works hard and receives encouragement and motivation from their family, leading them to become more confident in their ability to carry out the endeavor. On the other hand, if the family environment has a negative impact, an individual with lower self-efficacy will be hesitant to choose an enterprise due to the belief that it may not be successful.

The research results show that there is a positive and significant relationship between the family environment and Entrepreneurial Interest through Self-efficacy. In other words, the family environment has a significant influence on the students' decision to start a business and become entrepreneurs, as the family environment is one of the important external factors that drive and encourage students. The higher the influence of the family in shaping or pushing students towards entrepreneurship, the greater the interest of students in entrepreneurship. The Entrepreneurship Program of Universitas Negeri Makassar aims to enhance students' entrepreneurial interest.

With the presence of motivation, increased stimulus is expected to improve self-efficacy, allowing students to increase their interest in entrepreneurship. Motivation here is obtained by students through their closest environment, which is the family environment. The research (Palebangan et al., 2022) states that the family environment affects entrepreneurial interest through self-efficacy.

3.2.10. The Effect of Technopreneurship Literacy on Entrepreneurial Interest through Self-efficacy in Students of the Universitas Negeri Makassar Entrepreneurship Study Program

An individual with a broad literacy in technopreneurship and high self-efficacy will have a greater interest in entrepreneurship. The skills and knowledge they possess will further boost their confidence in their ability to become an entrepreneur. As technology continues to advance and can be wisely utilized, it will enhance their self-belief. There are many benefits an individual can gain from entrepreneurship, such as building numerous connections, being recognized as a

successful person in society, and gaining social recognition. Apart from external perceptions and supportive technology, high self-efficacy also increases the individual's chances of venturing into the world of entrepreneurship.

Technopreneurship refers to entrepreneurship based on technology that aims to nurture an entrepreneurial spirit among young generations. Self-confidence and belief in one's ability to handle various situations in life is crucial. Therefore, introducing technopreneurship awareness among students is essential to boost their self-confidence, considering the rapid advancement of knowledge and technology. Research results indicate a positive and significant correlation between technopreneurship literacy and entrepreneurial interest through self-efficacy in students of the Entrepreneurship program at Hasanuddin University.

The given text states: "The replication follows the research conducted by (Heryani et al., 2023) which shows a significant effect of technopreneurship literacy on entrepreneurial interest. It can be assumed that the higher the level of technopreneurship literacy, the higher the entrepreneurial interest."

4. CONCLUSIONS AND SUGGESTION

Based on the theory and data analysis above, it can be concluded that there is a significantly influential relationship between the variables of Entrepreneurial Education, Family Environment, and Technopreneurship Literacy through Self-Efficacy as an Intervening Variable on the Entrepreneurial Interest of University of Hasanuddin Makassar students. The data also states that the higher the level of Entrepreneurial Education, Family Environment, and Technopreneurship Literacy possessed by students, and the knowledge about entrepreneurial education, the more it will affect entrepreneurial behavior as a tied variable on the University of Hasanuddin Makassar's entrepreneurial students.

According to the given theory and data analysis, it can be concluded that there is a notably impactful relationship between the variables of Entrepreneurial Education, Family Environment, and Technopreneurship Literacy, with Self-Efficacy serving as a mediating factor, on the entrepreneurial interest of students at the University of Hasanuddin Makassar. The data also indicates that as students possess higher levels of Entrepreneurial Education, Family Environment, and Technopreneurship Literacy, along with knowledge about entrepreneurial education, these factors will have a stronger influence on entrepreneurial behavior as a connected variable among entrepreneurial students at the University of Hasanuddin Makassar.

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