

The Influence of Entrepreneurial Motivation and Family Environment on Entrepreneurial Interest: The Mediating Role of Self-Efficacy

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ABSTRACT

University students play a crucial role in fostering job creation through entrepreneurship. This study investigates the effect of entrepreneurial motivation and family environment on entrepreneurial interest, with self-efficacy as a mediating variable. A quantitative approach with an explanatory descriptive design was employed. The study involved 102 undergraduate students selected through proportional random sampling. Data were gathered using an online questionnaire and analyzed using SPSS version 27. The results indicate that entrepreneurial motivation does not have a direct significant effect on entrepreneurial interest but has a positive and significant effect on self-efficacy. The family environment positively and significantly influences both self-efficacy and entrepreneurial interest. Additionally, self-efficacy has a positive and significant effect on entrepreneurial interest. Furthermore, entrepreneurial motivation significantly affects entrepreneurial interest indirectly through self-efficacy. Similarly, the family environment has a significant indirect effect on entrepreneurial interest through self-efficacy. These findings underscore the importance of fostering self-efficacy among students to strengthen their entrepreneurial interests. Moreover, the family environment plays a critical role in shaping both the self-confidence and entrepreneurial drive of future entrepreneurs. The study contributes to the broader understanding of psychological and social factors influencing entrepreneurial behavior in higher education contexts.

Keywords: entrepreneurial motivation, family environment, self-efficacy, entrepreneurial interest

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1. INTRODUCTION

Entrepreneurship is a key pillar in the economic development of a nation. The Indonesian government, through the Ministry of Research, Technology, and Higher Education, has placed considerable emphasis on fostering entrepreneurship, particularly among the younger generation such as university students (Edwar, 2016). These young individuals are perceived as having high potential, innovative ideas, and entrepreneurial spirit. Yuritanto and Armansyah (2021) noted that the increasing unemployment rate and the tightening job market have motivated students to create their own employment opportunities through entrepreneurship.

The entrepreneurial interest of university students plays a critical role in shaping competent and competitive young entrepreneurs. Sari et al. (2022) emphasized that students serve as a vital force in national economic development; therefore, fostering entrepreneurial interest among them is crucial. Afriani et al. (2024) further stated that entrepreneurship presents

a promising career path that enhances personal skills, generates income, and promotes independence, particularly for women.

Entrepreneurial interest refers to an individual's desire and inclination to engage in entrepreneurial activities, including planning, launching, and managing a business (Sari et al., 2022). This interest is influenced by both internal and external factors. Internally, entrepreneurial motivation serves as a significant driving force. According to Edwar (2016), internal motivations may include the desire for autonomy, self-reliance, and goal attainment, while external motivations may involve financial rewards, career aspirations, and the pursuit of business ideas (Yuritano & Armansyah, 2021).

Entrepreneurial motivation is well explained by McClelland's theory of motivation, which identifies three primary needs: the need for achievement, the need for power, and the need for affiliation (Edwar, 2016; Yuritano & Armansyah, 2021). These needs drive individuals to accomplish meaningful goals, exert influence, and build social networks—factors that are essential in entrepreneurial ventures. Indicators of entrepreneurial motivation include the desire to succeed, future aspirations, the urge to gain freedom and autonomy, and the attraction to entrepreneurial activities (Yuritano & Armansyah, 2021).

In addition to motivation, the family environment plays an essential role in shaping students' entrepreneurial interest. As the primary social unit, the family significantly influences the development of values, norms, and behaviors related to entrepreneurship (Jamiluddin, 2020). A supportive and entrepreneurial family background can enhance students' entrepreneurial aspirations (Novitasari, 2019; Rahayu & Trisnawati, 2021). Key indicators of a family environment that fosters entrepreneurship include parenting style, household atmosphere, parental support, economic conditions, and parental occupation (Novitasari, 2019; Rahayu & Trisnawati, 2021).

From a developmental psychology perspective, Bronfenbrenner's ecological systems theory explains the influence of the family environment as part of the microsystem—the immediate environment that directly affects individual growth (Jamiluddin, 2020). Within this framework, positive family interactions, encouragement, and exposure to entrepreneurial values can significantly shape one's entrepreneurial interests and attitudes.

Another crucial psychological construct influencing entrepreneurial interest is self-efficacy. Self-efficacy refers to an individual's belief in their ability to organize and execute actions required to achieve specific goals (Bandura, 1977; Zagoto, 2019). It is not merely about possessing capabilities, but rather the belief in one's capacity to effectively use those capabilities (Zagoto, 2019). Individuals with high self-efficacy are typically more confident, persistent, and resilient in facing entrepreneurial challenges (Rahayu & Harahap, 2022).

Self-efficacy is composed of three dimensions: magnitude (belief in handling tasks of varying difficulty), strength (degree of confidence in one's abilities), and generality (applicability of belief across different situations) (Bandura, 1977; Rahayu & Harahap, 2022). According to Bandura's social cognitive theory, self-efficacy develops through four main sources: mastery experiences (past success), vicarious experiences (observing others' success), social persuasion (encouragement from others), and physiological and emotional states (Bandura, 1977; Zagoto, 2019).

In the university context, positive entrepreneurial experiences, encouragement from educators and peers, and a supportive environment can significantly enhance students' self-efficacy, ultimately fostering a stronger interest in entrepreneurship. Therefore, this study aims to analyze the influence of entrepreneurial motivation and family environment on entrepreneurial interest, mediated by self-efficacy, among students of the 2023 cohort at the Faculty of Economics and Business, Universitas Negeri Makassar. The findings of this study are expected to contribute to strategies aimed at enhancing entrepreneurial interest among university students, thus preparing them to become innovative and competitive young entrepreneurs in a dynamic economic landscape.

2. METHOD

2.1. Research Model and Hypothesis

This research employs a quantitative approach with several variables that will be tested for their effects using data in numerical form. Quantitative research is defined as research that tests objective theories by analyzing the relationships among variables (Creswell, 2013). This type of quantitative research often includes descriptive questions regarding dependent and independent variables, as well as inquiries about the relationship between dependent and independent variables (Creswell, 2013). The hypotheses will be tested using Path Analysis. The following is the research design.

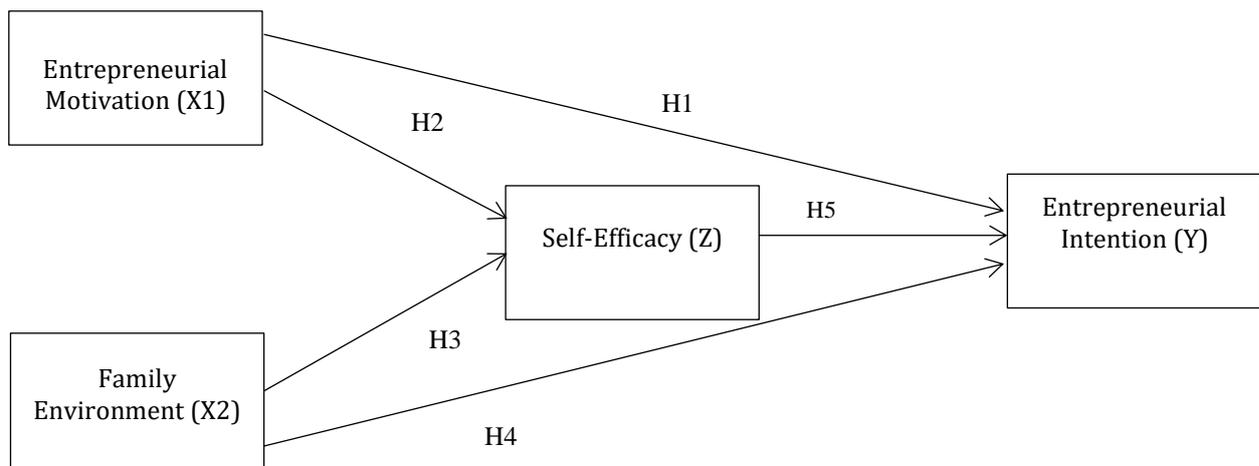


Figure 1. Research Design

Based on Figure 1, this research is descriptive explanatory, which means it describes the impact between the variables being studied. Descriptive refers to explaining and analyzing the research variables, which are entrepreneurial motivation (X1), family environment (X2), self-efficacy (Z), and entrepreneurial intention (Y). Explanatory means seeking causal influence among the research variables through hypotheses. The causal influences include the direct effects of entrepreneurial motivation (X1) and family environment (X2) on self-efficacy (Z), as well as the indirect effects of entrepreneurial motivation (X1) and family environment (X2) on entrepreneurial intention (Y) through self-efficacy (Z) among the 2023 cohort of students at the Faculty of Economics and Business, Universitas Negeri Makassar.

This research design is also based on the COR theory and JD-R theory, alongside relevant previous studies. This enables the researcher to formulate direct and indirect influence hypotheses for this research. The hypotheses are further clarified in the summary table below.

Table1. Hypothesis Summary

Hypothesis	Description
H1	Entrepreneurial motivation has a positive and direct effect on entrepreneurial intention.
H2	Entrepreneurial motivation has a positive and direct effect on self-efficacy.
H3	Family environment has a positive and direct effect on self-efficacy.
H4	Family environment has a positive and direct effect on entrepreneurial intention.
H5	Self-efficacy has a positive and direct effect on entrepreneurial intention.

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- H6 Entrepreneurial motivation has a positive and indirect effect on entrepreneurial intention through self-efficacy.
- H7 Family environment has a positive and indirect effect on entrepreneurial intention through self-efficacy.
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Based on Table 1 above, this research has 7 hypotheses. These hypotheses will test the direct effects of entrepreneurial motivation (X1) on entrepreneurial intention (Y), the direct effect of entrepreneurial motivation (X1) on self-efficacy (Z), the direct effect of family environment (X2) on self-efficacy (Z), the direct effect of family environment (X2) on entrepreneurial intention (Y), the direct effect of self-efficacy (Z) on entrepreneurial intention (Y), the indirect effect of entrepreneurial motivation (X1) on entrepreneurial intention (Y) through self-efficacy (Z), and the indirect effect of the family environment (X2) on entrepreneurial intention (Y) through self-efficacy (Z).

2.2. Population and Sample

The population in this study consists of all students from the 2023 cohort at the Faculty of Economics and Business at Universitas Negeri Makassar (UNM). The sampling technique used is Proportional Random Sampling, calculated using Slovin's formula resulting in a sample size of 102 respondents, comprising students from various programs within the Faculty of Economics and Business at UNM.

2.3. Data Collection

The data collection process in this study is conducted using a questionnaire distributed online. The questionnaire is created and disseminated via the Google Form platform to all students in the 2023 cohort at the Faculty of Economics and Business, Universitas Negeri Makassar. The instrument used in the questionnaire consists of closed-ended questions with a Likert scale. The Likert scale includes 5 response options: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree. This scale measures the research variables: Entrepreneurial Motivation, Family Environment, Self-Efficacy, and Entrepreneurial Intention. Subsequently, the data obtained from the questionnaire will be processed and analyzed using the SPSS version 27 program to derive the necessary variables for this research.

3. RESULTS AND DISCUSSION

3.1. Research Results

3.1.1. Hypothesis Testing

Hypothesis testing is utilized to examine the effect of exogenous variables directly and indirectly on endogenous variables. A hypothesis is accepted or rejected based on the criterion that if $p\text{-value} < 0.05$, then H_0 is accepted, indicating that the obtained regression coefficient is significant. The results of the direct and indirect hypothesis testing can be referred to in the following table:

Table 2. Indirect Hypothesis Testing Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.906	0.820	0.815	1.93233

a. Predictors: (Constant), Self-Efficacy, Family Environment, Entrepreneurial Motivation

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.527	.697		.756	.452
Entrepreneurial Motivation	.016	.079	.019	.198	.843
Family Environment	.231	.077	.283	3.023	.003
Self-Efficacy	.550	.078	.637	7.063	.000

a. Dependent Variable: Entrepreneurial Intention

The influence of the error effect (e1) is calculated using the formula:

$$e1 = 1 - R^2 = \sqrt{1 - 0,820} = 0,424$$

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_5 Z + e_1$$

$$Y = 0,19 X_1 + 0,283 X_2 + 0,637 Z + 0,424$$

The coefficient of determination of 0.424 indicates that the direct influence of entrepreneurial motivation, family environment, and self-efficacy on variable Y (entrepreneurial intention) is 42.4%, while 57.6% is influenced by other variables outside of this model or research.

Table 3. Results of Direct Hypothesis Testing

Model Summary		
R Square	Adjusted R Square	Std. Error of the Estimate
.774	.769	2.49236

a. Predictors: (Constant), Family Environment, Entrepreneurial Motivation

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.804	.880		2.049	.043
Entrepreneurial Motivation	.468	.091	.494	5.171	.000
Family Environment	.394	.090	.417	4.361	.000

a. Dependent Variable: Self-Efficacy

The influence of the error effect (e2) is calculated using the formula:

$$e2 = 1 - R^2 = \sqrt{1 - 0,774} = 0,475$$

$$Z = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Z = 0,494 X_1 + 0,417 X_2 + 0,475$$

The coefficient of determination of 0.403 indicates that the direct influence of entrepreneurial motivation and family environment on the variable self-efficacy is 47.5%, while 52.5% is influenced by other variables outside of this model or research.

Entrepreneurial motivation has a positive and significant influence on entrepreneurial intention through self-efficacy.

Indirect influence

$$= X_1 \rightarrow Z \rightarrow Y$$

$$= \beta_3 \times \beta_5$$

$$= 0,494 \times 0,637$$

$$= 0,314$$

The family environment has a positive and significant influence on entrepreneurial intention through self-efficacy.

$$\begin{aligned} \text{Indirect influence} &= X_2 \rightarrow Z \rightarrow Y \\ &= \beta_4 \times \beta_5 \\ &= 0,417 \times 0,637 \\ &= 0,265 \end{aligned}$$

H1: The influence of entrepreneurial motivation on entrepreneurial intention has a significance value of $0.843 > 0.05$ and a Beta value of 0.019. Based on these results, it can be concluded that H1 is rejected.

H2: The influence of entrepreneurial motivation on self-efficacy has a significance value of $0.000 < 0.05$ and a Beta value of 0.494. Based on these results, it can be concluded that H2 is accepted.

H3: The influence of the family environment on self-efficacy has a significance value of $0.000 < 0.05$ and a Beta value of 0.417. Based on these results, it can be concluded that H3 is accepted.

H4: The influence of the family environment on entrepreneurial intention has a significance value of $0.003 < 0.05$ and a Beta value of 0.283. Based on these results, it can be concluded that H4 is accepted.

H5: The influence of self-efficacy on entrepreneurial intention has a significance value of $0.000 < 0.05$ and a Beta value of 0.637. Based on these results, it can be concluded that H5 is accepted.

H6: The influence of entrepreneurial motivation on entrepreneurial intention through self-efficacy has a Beta value of 0.504. Based on these results, it can be concluded that H6 is accepted.

H7: The influence of the family environment on entrepreneurial intention through self-efficacy has a Beta value of 0.548. Based on these results, it can be concluded that H7 is accepted.

3.1.2. Path Analysis

The following are the results of the interpretation of the path analysis which can be seen in table 4 below.

Table 4. Path Analysis Results

Influence between Variables	Influence		Total
	Direct	Indirect	
Influence X1 → Y	0,19	-	0,19
Influence X1 → Z	0,494	-	0,494
Influence X2 → Z	0,417	-	0,417
Influence X2 → Y	0,283	-	0,283
Influence Z → Y	0,637	-	0,637
Influence X1 → Y → Z	0,19	0,314	0,504
Influence X2 → Y → Z	0,283	0,265	0,548

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

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_5 Z + e_1$$

$$Y = 0,19 X_1 + 0,283 X_2 + 0,637 Z + 0,424$$

$$Z = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Z = 0,494 X_1 + 0,417 X_2 + 0,475$$

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

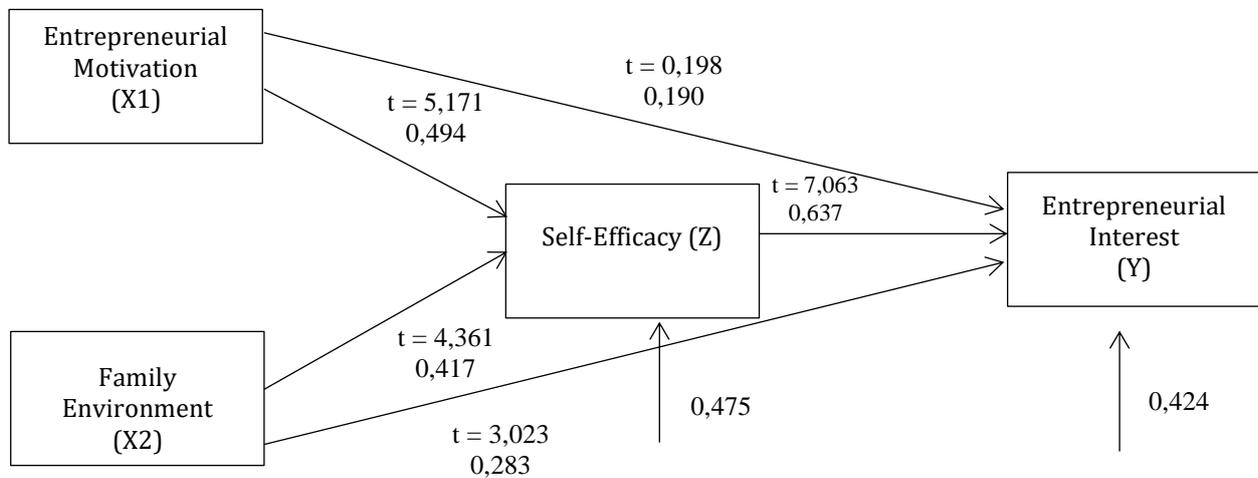


Figure 2. Path Analysis Results

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:

$$Rm^2 = 1 - (0,424^2) (0,475^2) = 1 - 0,041 = 0,959$$

Based on the coefficient of determination above, it shows that the direct and indirect effects are 0.959 or 95,9%, in other words, the information contained in the data (95,9%) is explained by the model. While (4,1%) is explained by variables outside the model.

3.2. Discussion

3.2.1 The Influence of Entrepreneurial Motivation on Entrepreneurial Intention Among Students of the Faculty of Economics and Business at UNM, Class of 2023

The results of this study indicate that entrepreneurial motivation does not have a significant effect on students' entrepreneurial intention. This is shown by a significance value of 0.843, which is greater than 0.05, and a beta value of 0.019.

These results are not in line with previous studies, such as that conducted by Wijayangka et al. (2018), which stated that entrepreneurial motivation has a positive and significant effect on entrepreneurial intention with a score of 43.5%. Research by Yurianto and Armansyah (2021:481) also showed that entrepreneurial motivation significantly affects students' entrepreneurial intentions. The difference in results may be due to several factors, such as differences in samples, respondent characteristics, and research focus.

Although this study indicates that entrepreneurial motivation does not have a significant effect on entrepreneurial intention, this does not mean that motivation is unimportant. Motivation remains a supporting factor that can enhance entrepreneurial intention, even though its influence may not be strong among students of the Faculty of Economics and Business at Universitas Negeri Makassar, Class of 2023. This indicates the need to examine other factors that may potentially influence students' entrepreneurial intention, such as family environment, self-efficacy, and other factors

3.2.2. The Influence of Entrepreneurial Motivation on Self-Efficacy Among Students of the Faculty of Economics and Business at UNM, Class of 2023

The results of the research show that entrepreneurial motivation has a positive and significant effect on students' self-efficacy. This is indicated by a significance value of 0.000 which is less than 0.05 and a beta value of 0.494. These results are consistent with previous research conducted by Samyoga and Surya (2024:217), which states that entrepreneurial motivation significantly influences entrepreneurial self-efficacy.

High entrepreneurial motivation can encourage individuals to develop their beliefs and self-capabilities in facing challenges and opportunities in entrepreneurship. Such confidence can enhance students' self-efficacy, which in turn influences their behavior and actions in achieving entrepreneurial goals. Students with high motivation and self-efficacy tend to be more optimistic, confident, and persistent in achieving success in entrepreneurship.

The strong influence of entrepreneurial motivation on self-efficacy among students in FEB UNM Class of 2023 demonstrates that internal motivation is an important factor in developing students' self-belief in entrepreneurship. Strong motivation can stem from intrinsic factors, such as the desire for achievement, self-development, and independence, as well as extrinsic factors, such as social support, business opportunities, and financial incentives.

3.2.3. The Influence of Family Environment on Self-Efficacy Among Students of the Faculty of Economics and Business at UNM, Class of 2023

The results of the research show that the family environment has a positive and significant effect on students' self-efficacy. This is indicated by a significance value of 0.000 which is less than 0.05 and a beta value of 0.417. These results are consistent with previous research conducted by Muwardi and Muhson (2019:17), which indicates that the family environment positively and significantly influences self-efficacy.

A positive and supportive family environment can provide a sense of security, trust, and opportunities for family members to develop their potential and achieve their goals. According to Muwardi and Muhson (2019), a harmonious, communicative, and democratic family can help individuals build a positive self-image and belief in their capabilities. Additionally, support and motivation from parents and other family members can enhance students' self-efficacy in facing academic tasks and planning for the future.

The high influence of the family environment on self-efficacy among students indicates that the family plays a crucial role in shaping personality and self-belief. A harmonious and supportive family environment can be a solid foundation for students to optimally develop their potential and achieve both academic and non-academic accomplishments.

3.2.4. The Influence of Family Environment on Entrepreneurial Intention Among Students of the Faculty of Economics and Business at UNM, Class of 2023

The results of the research indicate that the family environment has a positive and significant effect on students' entrepreneurial intention. This is indicated by a significance value of 0.003 which is less than 0.05 and a beta value of 0.283. These results align with previous research conducted by Adha et al. (2023:131), which states that the family environment positively and significantly influences students' entrepreneurial intentions.

A supportive family environment can nurture students' entrepreneurial interests in various ways. First, families can serve as role models by providing real examples of running a business. Second, families can offer financial and emotional support, such as helping with business capital or providing encouragement and motivation. Third, families can instill entrepreneurial values, such as independence, hard work, creativity, and risk-taking abilities (Adha et al., 2023).

The strong influence of the family environment on entrepreneurial intention suggests that families play an important role in shaping entrepreneurial mindsets and behaviors. A conducive

family environment can create a supportive climate for students to develop their entrepreneurial potential.

3.2.5. The Influence of Self-Efficacy on Entrepreneurial Intention Among Students of the Faculty of Economics and Business at UNM, Class of 2023

The results of the research indicate that self-efficacy has a positive and significant effect on students' entrepreneurial intention. This is indicated by a significance value of 0.000 which is less than 0.05 and a beta value of 0.637. These results are consistent with previous studies conducted by Athaya and Kurniawan (2022:496), which state that self-efficacy influences entrepreneurial intention, reinforced by Purwaningsih et al. (2023:1198), who also state the same.

The strong influence of self-efficacy on entrepreneurial intention among students shows that self-belief is an important factor in fostering entrepreneurial intention. High self-efficacy can be built through various means, such as providing successful learning experiences, creating a supportive environment, and motivating people around them.

According to Purwaningsih et al. (2023), high self-efficacy can increase entrepreneurial intention because individuals with strong self-belief tend to take more risks, develop creativity and innovation, and persist in facing challenges in entrepreneurship. Self-efficacy gives students the confidence that they have the ability to achieve their goals and overcome obstacles in starting a business.

3.2.6. The Influence of Entrepreneurial Motivation on Entrepreneurial Intention Through Self-Efficacy Among Students of the Faculty of Economics and Business at UNM, Class of 2023

The results of this study indicate that entrepreneurial motivation has a positive and significant effect on entrepreneurial intention through self-efficacy. This is indicated by a beta value of 0.313, with significance values each less than 0.05. High entrepreneurial motivation among students can enhance their self-efficacy. Students with high entrepreneurial motivation have a strong internal drive to develop their beliefs and capabilities in facing challenges and opportunities in entrepreneurship. This drive will increase their self-efficacy in entrepreneurship. As explained by Samyoga and Surya (2024:217), entrepreneurial motivation significantly positively impacts entrepreneurial self-efficacy.

The high self-efficacy will subsequently enhance students' interest in entrepreneurship. Students with high self-efficacy are confident in their ability to achieve their goals and overcome obstacles in starting a business. Athaya and Kurniawan (2022:496) state that self-efficacy positively and significantly influences students' entrepreneurial intentions. Thus, entrepreneurial motivation indirectly affects entrepreneurial intention through self-efficacy. High entrepreneurial motivation fosters self-efficacy, which ultimately increases students' interest in entrepreneurship.

3.2.7. The Influence of Family Environment on Entrepreneurial Intention Through Self-Efficacy Among Students of the Faculty of Economics and Business at UNM, Class of 2023

The results of this study indicate that the family environment has a positive and significant effect on entrepreneurial intention through self-efficacy. This is evidenced by a beta value of 0.245, with significance values each less than 0.05. A positive and supportive family environment for students can enhance their self-efficacy. Students who grow up in a harmonious, communicative, and democratic family environment tend to have higher confidence in their abilities. Muwardi and Muhson (2019:17) state that a positive and supportive family environment can provide a sense of security, trust, and opportunities for family members to develop their potential and achieve their goals, including in entrepreneurship.

High self-efficacy will subsequently enhance students' interest in entrepreneurship. Students with high self-efficacy have strong confidence to innovate, create, and take risks in realizing their desire to become entrepreneurs. Adha et al. (2023:131) state that a supportive family environment can foster students' entrepreneurial interests. Thus, the family environment indirectly influences entrepreneurial intention through self-efficacy. A positive family environment will enhance self-efficacy, which in turn will increase students' interest in entrepreneurship.

4. CONCLUSIONS AND SUGGESTION

Based on the results of the research and data analysis, it can be concluded that entrepreneurial motivation does not have a positive and significant direct effect on entrepreneurial intention, but it does have a positive and significant effect on self-efficacy. The family environment positively and significantly influences both self-efficacy and entrepreneurial intention. Self-efficacy has a positive and significant effect on entrepreneurial intention. Entrepreneurial motivation positively and significantly influences entrepreneurial intention through self-efficacy. Additionally, the family environment positively and significantly influences entrepreneurial intention through self-efficacy. Suggestions that can be made include that the Entrepreneurship Study Program for the Class of 2023 at FEB UNM should pay more attention to the factors that can enhance students' self-efficacy, as self-efficacy is the intervening variable in this study. Students should be more proactive in seeking information and knowledge about entrepreneurship, as well as building entrepreneurial motivation and creating a positive family environment.

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