

The Influence of Entrepreneurship Education, Motivation, and Self-Efficacy on Entrepreneurial Intentions: The Role of Family Environment Mediation Among Students

Dita Novita Sari¹, Andy Prasetyo Wati^{1*}, Jefry Aulia Martha¹, Ika Zutiasari¹, Iva Khoiril Mala¹, Azlinah Binti Abdul Rahman²

^{1*}Malang State University, Malang, Indonesia

²Universiti Kebangsaan Malaysia, Selangor, Malaysia



DOI: <https://doi.org/10.26740/jepk.v14n2.p267-290>

Sections Info

Article history:

Submitted: April 23, 2026

Final Revised: August 10, 2026

Accepted: August 11, 2026

Published: October 01, 2026

Keywords:

Entrepreneurship education

Entrepreneurial intention

Entrepreneurial motivation

Family environment

Self-Efficacy

ABSTRACT

Objective: This study aims to analyze the role of the family environment in strengthening the influence of entrepreneurship education and motivation on students' entrepreneurial intentions. **Method:** A quantitative approach using Partial Least Squares (SEM-PLS) was employed to analyze data from 281 respondents out of a total population of 1,044. **Results:** The results indicate that entrepreneurship education ($\beta = 0,278, p < 0,001$), entrepreneurial motivation ($\beta = 0,272, p < 0,001$), and self-efficacy significantly ($\beta = 0,202, p < 0,001$), and the family environment ($\beta = 0.211, p < 0.001$) have significant positive effects on entrepreneurial intention. Furthermore, the family environment significantly mediates the relationships between entrepreneurship education ($\beta = 0.047, p = 0.008$), entrepreneurial motivation ($\beta = 0.089, p < 0.001$), and self-efficacy ($\beta = 0.043, p = 0.005$) with entrepreneurial intention through complementary partial mediation. The structural model demonstrates moderate explanatory power, explaining 56.2% of the variance in the family environment ($R^2 = 0.562$) and 65.1% of the variance in entrepreneurial intention ($R^2 = 0.651$). **Novelty:** The novelty of this research emphasizes more on reconceptualizing the family environment as a strategic mediating mechanism that strengthens the process of transforming entrepreneurial knowledge and psychological resources into entrepreneurial intentions.

INTRODUCTION

The biggest challenge in economic development in developing countries is the high unemployment rate, and Indonesia is no exception. This is due to a significant imbalance between the growth of the labor force and the availability of jobs, both in the public and private sectors. From the initial analysis through data from the Badan Pusat Statistik (BPS) of East Java Province in 2025, it shows that in the Malang region, there are reported 15,205 job vacancies opened, while 19,536 reported job seekers, so from the data it can be seen that as many as 4,331 individuals who are not accommodated get jobs (BPS, 2025), this reflects the limited capacity of the labor market in accommodating productive labor. This condition has implications for the calculation of the unemployment rate from year to year (Malik et al., 2021; Bauer, 2024), so a strategic approach is needed from various parties that are not only oriented towards expanding employment opportunities, but also looking for a sustainable alternative solution, one of which is to strengthen entrepreneurial intentions, as a form of self-reliance-based economic driving mechanism (Sarkar & Nath, 2024; Neneh & Dzomonda, 2024). However, increasing entrepreneurial activity is not merely a policy issue. It fundamentally depends on individuals'

entrepreneurial intention, which represents the strongest predictor of entrepreneurial behaviour.

Therefore, entrepreneurship is increasingly becoming the main focus as one of the alternative solutions in reducing unemployment (Shahriar et al., 2024; Soelaiman et al., 2026), and also as a catalyst for inclusive economic growth (Kumar & Raj, 2019). Furthermore, in the context of this study, entrepreneurial intention is an initial determinant in the process of creating a new business which is very crucial, and this is in accordance with the framework of Planned Behavior Theory, which emphasizes how individuals are able to play their role in achieving an intention through their attitudes, learned subjective norms and perceptions of control over behavior (Ajzen, 1991; Rizzo & Columna, 2020; Hagger & Hamilton, 2025). In addition, the results of other research also show that entrepreneurship education, self-motivation and belief in oneself in entrepreneurship are able to influence the emergence of entrepreneurial intentions in students (Costin et al., 2022; Li et al., 2023; Rahmadani et al., 2025). This means that the function of entrepreneurship education in this study is not only as a means of knowledge transfer, but also as a medium in forming a mindset and skills in entrepreneurship, while in terms of motivation, it has a role as an internal driver in strengthening an individual's desire to be entrepreneurial, and self-efficacy as the main determinant factor in increasing individual confidence in their ability to face risks and uncertainties in business. However, the results of previous research show the inconsistency of the findings, especially related to the influence of these three variables in fostering entrepreneurial intention.

This can be seen from several research results, which suggest that the implementation of entrepreneurship education has not provided a significant substantial change to the emergence of entrepreneurial intentions (Samiono, 2018; Yanti, 2019; Gracia & Puspitowati, 2025). In addition, the results of other studies also found that motivation and self-efficacy are not always able to contribute directly and strongly to the emergence of entrepreneurial intentions in students (Hafid et al., 2024, Otache et al., 2024; Putra et al., 2025). These inconsistent findings indicate that entrepreneurial intention cannot be sufficiently explained solely by educational or psychological determinants. Instead, a broader contextual mechanism may determine whether entrepreneurial knowledge, motivation, and self-efficacy are effectively translated into entrepreneurial intention. This means that there are still other factors that can play an important role in bridging relationships both partially and simultaneously, between entrepreneurship education, self-motivation and self-efficacy to be entrepreneurial in influencing entrepreneurial intentions. Furthermore, in this study, one of the factors that is suspected to be able to play a role in contributing to influencing the relationship between these variables is the family environment. This is because the first social unit that is able to shape individual values, norms and preferences, including in career choices, is the family environment (Ahmed, 2022; Martins et al., 2023). Accordingly, this study proposes the family environment as a potential explanatory mechanism because it represents the primary social context in which individuals develop values, norms, preferences, and career aspirations, including entrepreneurial orientation.

However, there are still several studies, especially in Indonesia, that show that the role of the family environment is still limited as an independent variable (Arfah et al.,

2023; Saoula et al., 2023; Syahrial et al., 2024), and does not yet have a role as an intermediate variable that is able to explain the mechanism of interdependence between educational and psychological factors, especially in forming entrepreneurial intentions (Amani et al., 2024; Chandra & Nuringsih, 2025; Yulastri et al., 2026). From some of these studies, it can be seen that the gap in this study lies in how family factors are able to bridge the influence of these two variables on the entrepreneurial intention of vocational high school students. Thus, the novelty of this research emphasizes more on reconceptualizing the family environment as a strategic mediating mechanism that strengthens the process of transforming entrepreneurial knowledge and psychological resources into entrepreneurial intentions.

Furthermore, the urgency in this research is getting stronger to be carried out, because of the demographic bonus faced by Indonesia, where the productive age, especially students who are prospective educated labor forces, continues to experience a significant increase in quantity, without being balanced by the number of jobs, mental readiness in entrepreneurship and also adequate environmental support (Mubarrok & Sulistiyantoro, 2023; Niam & Utami, 2024; Sawitri & Widarini, 2025). So that this phenomenon has a fairly high potential as the main factor in increasing the unemployment rate. Therefore, the problem in this study is not whether entrepreneurship education, entrepreneurial motivation and self-efficacy influence entrepreneurial intention, but rather the mechanisms through which these influences are transformed into entrepreneurial intention. Furthermore, the implications of this study are expected to provide theoretical contributions that emphasize more on the integration of educational factors, motivation and self-efficacy with the mediating role of the family environment, so as to be able to provide a more comprehensive discourse not only on educational institutions, but also on families related to the role of entrepreneurship in future income, and ultimately it is expected to make a more actual contribution in reducing The unemployment rate is educated, and is able to encourage entrepreneurship-based economic growth.

RESEARCH METHOD

Research Design

This study applied a quantitative method with an explanatory design to test the causal relationship in the proposed model. Furthermore, the analysis instrument chosen is Structural Equation Modeling based on Partial Least Squares, because the main goal in this study is the expansion of theories and predictions (J. Hair et al., 2017). On the other hand, the use of this analysis tool is very appropriate because it estimates and evaluates the role of strategic mediation from the family environment within the framework of the proposed concept. The research design framework is presented in Figure 1.

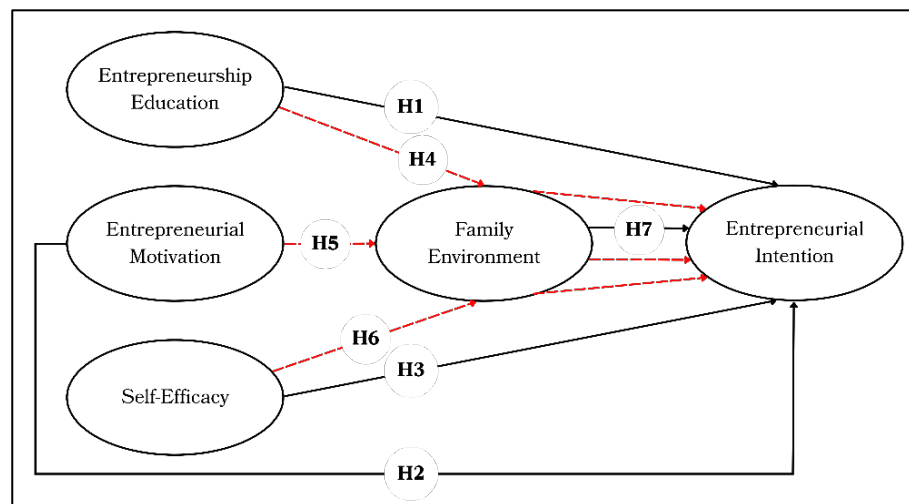


Figure 1. Research Problem Design

Population and Sample

The population used in this study is students of the State University of Malang class of 2021-2024 who are registered in the innovation and business entrepreneurship program of the State University of Malang, which is 1,044 students from 10 faculties. This is because, the initial analysis of innovation and business entrepreneurship data at the State University of Malang from 2021 to 2025 experienced significant fluctuating and dynamic data changes, this can be seen from the decrease in the number of students participating in entrepreneurship and innovation programs from 214 in 2021 to 94 students in 2022, then during 2023 and 2024 there was a significant increase, namely 194 students in 2023 and 281 students in 2024, while in 2025, there will be another decrease of 261 students.

The change in participant data, which is quite volatile and dynamic, shows that student interest and participation in the designed entrepreneurship program has not been formed stably. This indicates that the basic factors of this program have not been able to create the attraction and sustainability of student interest in an effort to create jobs through independent entrepreneurship. Therefore, the scope of the population and the extent to which this study is still limited to students at the State University of Malang, with the criteria of having completed the innovation and business entrepreneurship program. It is intended to obtain an empirical picture of how the effectiveness of internal factors (motivation and self-efficacy) and external factors (entrepreneurship education and family environment) are able to influence entrepreneurial intentions in groups that have been directly exposed through entrepreneurship and innovation programs. Furthermore, using the Krejcie and Morgan formula (Krejcie & Morgan, 1970; Sahu, 2013), So the sample in this study was 281 respondents (Table 1), where the sampling technique used was proportional random sampling (Loughran et al., 2003).

Table 1. Population and Research Sample

Faculty	Population	Sample Calculation	Sample
Faculty of Economics and Business (FEB)	91	$(91/1.044) \times 281$	24
Faculty of Education (FIP)	118	$(118/1.044) \times 281$	32
Faculty of Social Sciences (FIS)	138	$(138/1.044) \times 281$	37
Faculty of Sports Sciences (FIK)	45	$(45/1.044) \times 281$	12

Faculty	Population	Sample Calculation	Sample
Faculty of Engineering (FT)	360	$(360/1.044) \times 281$	97
Faculty of Mathematics and Natural Sciences (FMIPA)	106	$(106/1.044) \times 281$	28
Faculty of Literature (FS)	133	$(133/1.044) \times 281$	36
Faculty of Psychology (FPsi)	15	$(15/1.044) \times 281$	4
Faculty of Medicine (FK)	2	$(2/1.044) \times 281$	1
Faculty of Vocational (FV)	36	$(36/1.044) \times 281$	10
Total Sample	1.044		281

Data Collection

Data collection in this study is through a structured questionnaire distributed online, using a 7-point likert scale, where this 7-point scale will have a more significant impact, especially on increasing the accuracy of responses when compared to using a 5-point scale or a 10-point scale (Krosnick & Alwin, 1987; Churchill, 1979; Jebb et al., 2021; Menold & Toepoel, 2024). Furthermore, the statement items used in this study amounted to 40 statement items spread across five variables and 15 research indicators. Where the variable of entrepreneurship education (EE) has two indicators, namely (1) Influence on entrepreneurship and (2) Education through entrepreneurship (Ekawarna et al., 2022), the variable of entrepreneurial motivation (EM) has three indicators, namely (1) Achievement, challenges and learning, (2) Income security and financial success, and (3) Independence and freedom (Martini et al., 2024), the self-efficacy variable (SE) has three indicators, namely (1) Confidence in the ability to run a business, (2) Confidence in the responsibility of running a business, and (3) Confidence in the ability to run a business. To et al (2020), the variable of entrepreneurial intention (EI) has four indicators, namely (1) Focus on the business carried out, (2) Determination in creating a business in the future, (3) Having high readiness and commitment, and (4) Having strong intentions (Maheshwari & Kha, 2022), and the last is the family environment variable (FE), which has three indicators, namely (1) How to educate parents, (2) The economic state of the family, and (3) Relationships between family members (Slameto, 2015).

Data Analysis Techniques

The stages that will be carried out for the data analysis technique using SEM-PLS consist of evaluation of the measurement model (outer model) and evaluation of the structural model (inner model), where the outer model test consists of factorial validity (convergent validity and discriminant validity) and also reliability, while the inner model test consists of R-Square (R^2), F^2 , Q^2 and Path Coefficients (J. F. Hair et al., 2021), and a summary can be seen in Table 2.

Table 2. Summary of Outer and Inner Model Testing Results

Testing	Criteria	Parameter	Rule of Thum
Outer Model	Convergent	Loading Factor	> 0.70
	Validity	Average Variance Extracted (AVE)	> 0.50
	Discriminant	Fornel Larcker	AVE > Correlation
	Validity		between Contracts
	Reliabilitas	Cronbach's Alpha	> 0.70
		Composite Reliability	> 0.70

Testing	Criteria	Parameter	Rule of Thumb
Inner Model	Coefficient Determination	Value R ²	Strong = 0.75 Moderate = 0.50 Weak = 0.25
	Effect Size	Value F ²	Large = 0.35 Moderate = 0.15 Small = 0.02
	Predictive Model	Value Q ²	High = > 0.50 Medium = 0.25 - 0.50 Small = 0.00 - 0.25
	Path Coefficient	-	Significant = < 0.05 t-statistic > 1.96

Furthermore, the testing of family environment variables to find out the extent of their role in mediation between exogenous variables (entrepreneurial education, motivation and self-efficacy) and endogenous variables (entrepreneurial intention), will use bootstrapping based mediation analysis in SEM-PLS or commonly known as mediation analysis procedure (Figure 2), which uses two calculation steps, namely (1) Seeing the significance of indirect effects between variables, and (2) Comparing indirect effects with direct effects (J. F. Hair et al., 2021).

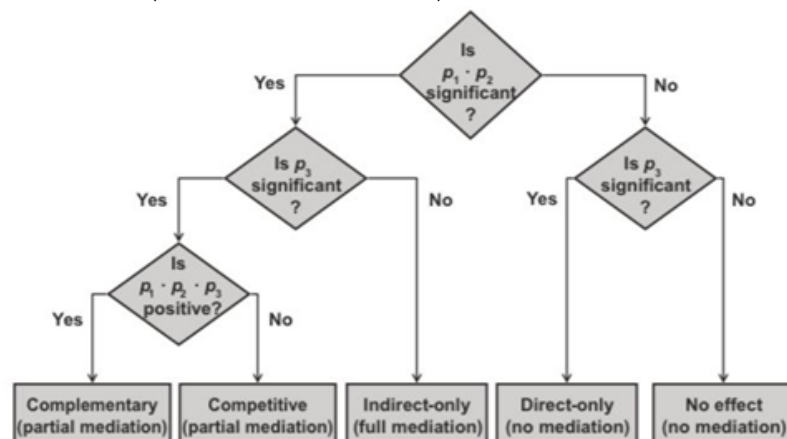


Figure 2. Mediation Analysis Procedure

RESULTS AND DISCUSSION

Results

Respondent Description

The results of the descriptive analysis showed that as many as 281 respondents spread across 10 faculties were active students and had participated in the innovation and business entrepreneurship program organized by the Directorate of Student Affairs and Alumni of the State University of Malang. Where the characteristics of the respondents analyzed include the fields of science, gender, age and age (Table 3).

Table 3. Summary of Respondent Characteristics

Characteristics	Description	Frequency	Percentage (%)
Fields of Science	1. Non-STEM (Social, Humanities, and Education - FEB, FIP, FIS, FS, FPsi)	133	47
	2. STEM (Science and Technology - FT dan FMIPA)	125	45
	3. Applied (FK, FIK dan FV)	23	8
Gender	Female	150	53
	Male	131	47
Year of Entry	2021	47	17
	2022	135	48
	2023	62	22
	2024	37	13
Age	18 years	3	1
	19 years	11	4
	20 years	34	12
	21 years	75	27
	22 years	102	36
	23 years	47	17
	24 years	7	2
	25 years	2	1

From the table 3, the respondent profile reflects a balanced and representative sample across academic disciplines, gender, year of entry, and age. Students from non-STEM (47%) and STEM (45%) disciplines were almost equally represented, while those from applied disciplines accounted for 8%, indicating that entrepreneurial participation extends across diverse academic backgrounds rather than being concentrated within a particular field. This multidisciplinary composition strengthens the generalizability of the findings by capturing varied educational experiences that may influence entrepreneurial intention. Similarly, the gender distribution was relatively balanced, with female students comprising 53% and male students 47%, suggesting that entrepreneurial interest is shared across both groups and reducing the likelihood of gender-related sampling bias. Furthermore, regarding the year of entry, the majority of respondents were from the 2022 cohort (48%), followed by the 2023 (22%), 2021 (17%), and 2024 (13%). Most respondents were also between 21 and 23 years old, representing a developmental stage characterized by greater academic maturity, substantial exposure to entrepreneurship education, and active career exploration. Collectively, these demographic characteristics indicate that the respondents possessed sufficient academic and entrepreneurial experience to provide reliable evaluations of the proposed model, thereby supporting the validity of the analysis examining the relationships among entrepreneurship education, entrepreneurial motivation, self-efficacy, family environment, and entrepreneurial intention.

Common Method Bias Assessment

The results of the Variance Inflation Factor (VIF) in this study show that all predictor constructs show that the VIF value is below the recommended threshold, namely the VIF

value < 3 (J. F. Hair et al., 2021), so it can be concluded that there is no indication of the existence of multicollinearity Table 4.

Table 4. VIF Summary

	VIF	Intepretation
FE → EI	2.278	No multicollinearity
EM → FE	1.860	No multicollinearity
EM → EI	2.268	No multicollinearity
EE → FE	2.187	No multicollinearity
EE → EI	2.301	No multicollinearity
SE → FE	2.121	No multicollinearity
SE → EI	2.217	No multicollinearity

From the results in table 4 above, it can be concluded that each exogenous construct has been able to provide explanatory information that is quite unique to endogenous variables without causing estimation bias. Thus, the estimation of the relationship between variables in this study can be interpreted to have considerable confidence, because the effects of entrepreneurial education, entrepreneurial motivation, self-efficacy, and family environment are not influenced by excessive multicollinearity among the predictor variables.

Measurement Model

The results of the evaluation on the measurement model, show that at the initial stage (convergent validity) using the outer loading value and the AVE value, the value of all items in each indicator is feasible to be maintained in the research model. This can be seen from the results of the testing of the outer loading value of all variables having a recommended threshold value, which is > 0.70 (Table 5).

Table 5. Summary of Outer Loading Values

Indicator	EE	EM	SE	FE	EI	Intepretation
X1.1	0.934					Valid
X1.2	0.933					Valid
X2.1		0.845				Valid
X2.2		0.868				Valid
X2.3		0.869				Valid
X3.1			0.856			Valid
X3.2			0.865			Valid
X3.3			0.855			Valid
Z1				0.923		Valid
Z2				0.919		Valid
Z3				0.925		Valid
Y1					0.879	Valid
Y2					0.887	Valid
Y3					0.901	Valid
Y4					0.886	Valid

Furthermore, Table 5 shows that the external load values for each of the above indicators are high (> 0.70), indicates that the correlation has with the latent contraction

measured is very strong. On the other hand, the AVE value also shows that all constructs have a good level of convergent validity, this can be seen from all constructs having a range of AVE values between 0.738 to 0.871, which consistently each construct has a value above the minimum limit, which is 0.50 (Table 5), so it can be interpreted that each construct has been able to explain more than 50% of the variance of its indicators.

Table 6. Value of Average Variance Extracted (AVE)

Variable	AVE Value	Intepretation
EE	0.871	Valid
EM	0.740	Valid
SE	0.738	Valid
FE	0.851	Valid
EI	0.789	Valid

From the results of both the test results on convergent validity, both using the outer value of the model and the AVE value, it can be concluded that the entire item is feasible to be maintained in the research model. Furthermore, the discriminant validity test using the Fornell-Larcker criterion showed that the square root value of AVE from each construct had a higher value compared to the correlation value between constructs in the same matrix, namely family environment of 0.922, entrepreneurial motivation of 0.860, entrepreneurial intention of 0.888, entrepreneurial education of 0.933, and self-efficacy of 0.859 (Table 7).

Table 7. Value of Discriminant Validity - Fornell-Larcker

	FE	EM	EI	EE	SE
FE	0.922				
EM	0.692	0.860			
EI	0.700	0.717	0.888		
EE	0.632	0.623	0.722	0.933	
SE	0.620	0.616	0.692	0.688	0.859

From table 7, each latent construct is conceptually different from each other and is able to explain the variant of the indicator better than the variant shared with other constructs. So in this model, it is stated that each latent variable has represented a different concept both empirically and conceptually. Furthermore, in the test of the last measurement model using construct reliability, it was shown that all variables had Cronbach's Alpha value and Composite Reliability above the minimum limit, which was > 0.70 (Table 8).

Table 8. Construct Reliability Test Results

Variable	Cronbach's Alpha	Composite Reliability	Intepretation
EE	0.852	0.852	Reliabel
EM	0.825	0.828	Reliabel
SE	0.822	0.823	Reliabel
FE	0.912	0.913	Reliabel
EI	0.911	0.911	Reliabel

From table 8, it can be seen that the range of values in the construct reliability test is between 0.822 to 0.913, with a minimum limit of 0.70, meaning that the results of this evaluation show that there is a very high internal consistency between items, so that this instrument will produce stable and reliable data to be used in construct measurements. Furthermore, from the evaluation of the measurement model using the validity and reliability test of the construct, it can be concluded that the instrument used as a tool for data collection has a high measurement quality, so this instrument is feasible to use.

Model Structural

The results of the structural model test in this study will include several tests, namely testing the determination coefficient/ R^2 , effect size/ f^2 , and predictive relevance/ Q^2 (Table 9), as well as the significance of the path coefficient through the bootstrapping procedure.

Table 9. Summary of R^2 , f^2 , and Q^2 Test Results

Testing	Variable	Value	Intepretation
R^2	FE	0.562	Medium
	EI	0.651	Medium
f^2	FE - EI	0.164	Medium
	EM - FE	0.221	Medium
	EE - FE	0.052	Small
	EE - EI	0.151	Medium
	SE - FE	0.046	Small
	SE - EI	0.088	Small
Q^2	EE	0.510	Medium
	EM	0.462	Medium
	SE	0.457	Medium
	FE	0.657	High
	EI	0.630	High

From table 9, it can be seen that in the R^2 test, it shows that the family environment variable has a value of 0.562, and the entrepreneurial intention variable shows a value of 0.651. This means that 56.2% of the variation in the family environment variable can be explained by the variables of entrepreneurial education, the variable motivation and the variable of self-efficacy. In addition, a 65.1% variation in the entrepreneurial intention variable can be explained by a combination of exogenous variables (EE, EM, SE) and mediating variables (FE). So, how many of these two variables fall into the moderate category, where this model demonstrates satisfactory explanatory power in accounting for the variance in the family environment and entrepreneurial intent, although there is still a variation of 43.8% for the family environment variable, and 34.9% for the entrepreneurial intention variable that can be explained by other variables outside this study.

Furthermore, the results of the structural model using the f^2 test, show that the influence between constructs in this model has different variations in strength. This can be seen from the six relationships tested, three had a moderate effect (FE $\rightarrow$ EI of 0.164, EM $\rightarrow$ FE of 0.221, EE $\rightarrow$ EI of 0.151) and the other three had a small effect (EE $\rightarrow$ FE of 0.052, SE $\rightarrow$ FE of 0.046, SE $\rightarrow$ EI of 0.088). Although there were three relationships tested with small effect values, but in the context of social and educational research, these effects

still had a significant influence, because although the effect was limited, it was still able to explain inherently and comprehensively the factors that formed the entrepreneurial intention of students which were very complex. So that the results of the effect test in this study confirm that the phenomenon of student experience, especially in fostering entrepreneurial intentions, tends to be influenced by many factors simultaneously.

After the test results of the determination coefficient and effect size, the next test results are related to the predictive relevance of the model through the blindfolding procedure. Specifically, the values in the predictive relevance test are known to have a Q2 value of > 0 , and are in the high category ($Q^2 - FE = 0.657$ and $Q^2 - EI = 0.630$) as well as in the medium category ($Q^2 - EM = 0.462$, $Q^2 - EE = 0.510$ and $Q^2 - SE = 0.457$). Thus, these findings strengthen the understanding that the developed model has a good predictive value, so that the model is able to predict that entrepreneurial intentions among students are influenced by the interaction between entrepreneurship education, motivation, self-efficacy and the environment. Therefore, the results of the Q2 test show that this model is feasible to use in explaining the phenomenon of entrepreneurial intention in this study. Thus, the overall test results from R2, f2 and Q2, show that the model currently developed in the study has a fairly good ability to explain and predict endogenous variables, so this model is feasible to continue at the stage of testing the relationship between variables.

Furthermore, the test results of the path coefficient using the bootstrapping technique by looking at the significance values between constructs, statistics and p-values, showed that all relationships between constructs have a positive direction (Figure 3).

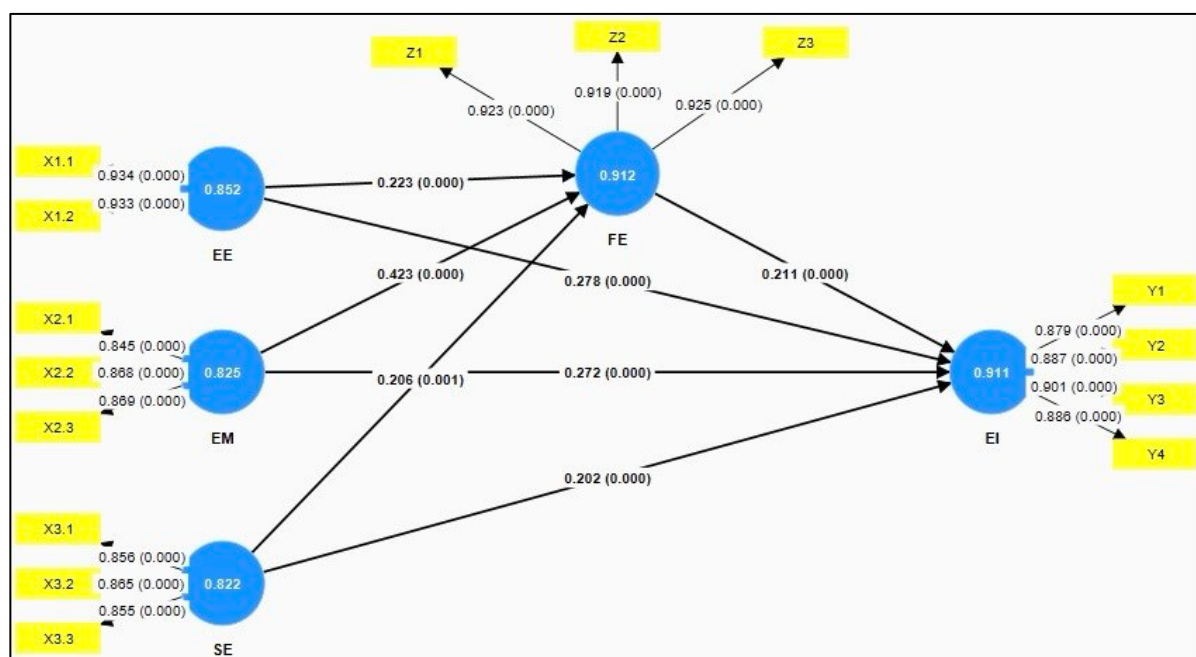


Figure 3. Structural Model Diagram

In addition, it is also statistically confirmed that all direct and indirect relationships in the model are positive and significant (Table 10).

Table 10. Summary of Path Coefficients Test Results

Path	Original sample	Standard deviation	T-Statistics	P Values	Intepretation
EE → EI	0.278	0.051	5.409	0.000	Accepted
EM → EI	0.272	0.051	5.368	0.000	Accepted
SE → EI	0.202	0.052	3.875	0.000	Accepted
FE → EI	0.211	0.051	4.159	0.000	Accepted
EE → FE → EI	0.047	0.018	2.660	0.008	Accepted
EM → FE → EI	0.089	0.024	3.714	0.000	Accepted
SE → FE → EI	0.047	0.016	2.780	0.005	Accepted

From table 10 above, it is known in detail that the EE → EI pathway has a value of $\beta = 0.278$ with $p < 0.05$, the EM → EI pathway has a value of $\beta = 0.272$ with $p < 0.05$, and the SE → EI pathway has a value of $\beta = 0.202$ with $p < 0.05$, so it can be seen that all pathways in the direct effect test have a positive and significant influence on entrepreneurial intention. This means that the higher the quality of education related to entrepreneurship that students receive, the stronger the motivation that students have to become entrepreneurs, and if the higher the self-efficacy of students related to entrepreneurship, the more they will increase their tendency to have entrepreneurial intentions. In addition, the results of the study also show that the family environment also has a positive and significant influence on entrepreneurial intention, this can be seen from the value of $\beta = 0.211$ with a significance value of $0.000 < 0.05$. This means that these results show that the higher the quality of education related to entrepreneurship, the motivation possessed and the belief that students have in entrepreneurship, the stronger their intention in entrepreneurship, the stronger their intention in entrepreneurship, both directly and through the support factor of the family environment.

Furthermore, from Table 10, it can also be seen that the results of testing the role of mediation show that the family environment plays its role in mediating significantly between entrepreneurial education, motivation and self-efficacy on entrepreneurial intentions. This can be seen from the results of the indirect effect analysis which shows that each pathway has a significant value of less than 0.05 (EE → FE → EI with a value of $\beta = 0.047$ with $p = 0.008$; EM → FE → EI with values $\beta = 0.089$ with $p = 0.000$; and SE → FE → EI with a value of $\beta = 0.043$ with $p = 0.005$). Thus, these results show that family environment variables not only strengthen the relationship between variables, but also a mechanism that needs to be taken into account in an effort to bridge the influence of internal factors (motivation and cell-efficacy) and external factors (entrepreneurship education) on the formation of entrepreneurial intentions.

On the other hand, the results of the mediating effects in this model show that the family environment has partial and complementary effects in all the relationships tested (Table 11).

Table 11. Summary of Mediation Effect Analysis Results

Path		Variable	P-Values (Sig.)	Path Coefficient	Intepretation
EE → FE → EI	Direct	EE - FE	0.000	0.233	Complementary
		FE - EI	0.000	0.211	Partial Mediation
		EE - EI	0.000	0.278	
EM → FE → EI	Indirect	EE - FE - EI	0.008	0.047	
		EM - FE	0.000	0.423	Complementary
		FE - EI	0.000	0.211	Partial Mediation
SE → FE → EI	Direct	EM - EI	0.000	0.272	
		EM - FE - EI	0.000	0.089	
		SE - FE	0.001	0.206	Complementary
	Indirect	FE - EI	0.000	0.211	Partial Mediation
		SE - EI	0.000	0.202	
		SE - FE - EI	0.005	0.047	

From table 11 above, it can be seen that the direct effect calculation of all EE → FE → EI, EM → FE → EI, and SE → FE → EI, has a significant value ($p < 0.05$), and the indirect effect calculation also shows a significant value smaller than 0.05, namely EE → FE → EI has a value of $p = 0.008 < 0.05$, EM → FE → EI has a value of $p = 0.000 < 0.05$, and SE → FE → EI has a value of $p = 0.005 < 0.05$. This means that the EE → FE → EI pathways have a consistent direction, which is positive for both direct and indirect influences, so that the findings in the calculation of the mediation effect on the EE → FE → EI pathways are partial mediation that is complementary. Therefore, the existence of a conducive family environment is simultaneously able to strengthen the improvement of the quality of entrepreneurship education and encourage the formation of students' entrepreneurial intentions optimally.

On the other hand, the calculation of the EM → FE → EI pathways also shows a consistent and positive direction, so that the mediation effect on the EM → FE → EI pathways is a partial mediation that is complementary. This means that the higher the motivation that students have in entrepreneurship, the more positive the perception of family environmental support, so that it will influence and make an optimal contribution in fostering entrepreneurial intentions. Furthermore, the calculation of the SE → FE → EI pathways, shows no different results, namely the direction is still consistent and positive, so that the mediation effect is partial and complementary. Therefore, the higher the level of self-efficacy that students have, the belief that individuals have in utilizing the support of the family environment as a source of support will also be stronger, and this will affect the increase in students' entrepreneurial intentions. Thus, the findings in this pathway strengthen the results of the research that the role played by the family environment is not only as an external support, but also as a strengthening mechanism that is able to clarify how the relationship between psychological factors owned by students and the determination of entrepreneurial intention.

Therefore, from the results of the structural model evaluation analysis of both direct effects and indirect effects, it can be concluded that the model built in this study has moderate to strong explanatory power, besides that the ability to predict constructs is also very good, and the relationship between variables found is also significant and consistent from the theoretical side. Therefore, the model developed in this study is

considered strong, reliable, and consistent, and able to make a very strong empirical contribution, especially in its ability to comprehensively explain the factors that are able to influence the entrepreneurial intention of students, of course, with an emphasis on considering the strategic role of the family environment as a mediating variable.

Discussion

The results of this study show that entrepreneurial intentions in students are the result of a complex interaction between educational factors (entrepreneurship education), psychological (motivation and self-efficacy) and social factors (family environment). In addition, entrepreneurship education, entrepreneurial motivation, and self-efficacy each exert a significant positive influence on entrepreneurial intentions, and will provide a more comprehensive meaning when there is family support. So that this result will strengthen the theoretical framework, especially in the theory of planned behavior (Ajzen, 1991) and social cognitive theory (Bandura, 1985) which has been widely used as a basic framework in entrepreneurship studies (Al Halbusi et al., 2023; Ginting & Azizurrohman, 2025; Al Lawati et al., 2026). Therefore, educational knowledge and psychological readiness cannot function in isolation, but rather as complementary resources whose effectiveness depends heavily on the quality of the surrounding social environment.

These results are in line with research that shows that the implementation of entrepreneurship education has a strategic role in increasing the intention to be entrepreneurial (Sun et al., 2023; Malathi & Venugopal, 2025; Yulastri et al., 2026), not only knowledge transfer, but more emphasis on the formation of a mindset in entrepreneurship (Nabi et al., 2017; Jiatong et al., 2021; Pinto et al., 2024). On the other hand, the findings also provide a broader explanation regarding the inconsistent evidence from research results related to entrepreneurship education not significantly affecting entrepreneurial intentions (Lv et al., 2021; Hoang & Trong Luu, 2025). Furthermore, we do not use the contradiction of the results of previous research with the current research as a theoretical inconsistency, because the difference in these findings emphasizes more contextuality in the implementation of education. Where it is strongly influenced by the characteristics of respondents who have participated in the University's business innovation and entrepreneurship program, thus strengthening the argument that states that the effectiveness of the implementation of entrepreneurship education is highly dependent on the quality and support of the accompanying environment (Nguyen & Phan, 2024; Xie & Wang, 2025; Safitri et al., 2024).

In addition, motivation and self-efficacy in this study are able to provide a strong psychological influence in giving rise to entrepreneurial intentions. So this finding is very consistent with previous research which shows that individuals who have strong intrinsic motivation and high confidence in entrepreneurial abilities, are more likely to have behavioral intentions and opportunities in pursuing a career in entrepreneurship (J. Zhang & Huang, 2021; Martins et al., 2023; Bismala et al., 2024). However, empirical studies from previous studies have often reported an inconsistent relationship between psychological factors and entrepreneurial intentions, where self-efficacy will be weakened if the individual is in a social environment that does not support his or her abilities (Tihic et al., 2021; Wang et al., 2024; Nasution et al., 2024), so psychological resources alone may not be enough to stimulate entrepreneurial intentions unless they

are supported by favorable social conditions. Therefore, entrepreneurial motivation and self-efficacy cannot be understood as the main driver in giving rise to entrepreneurial intentions, but as individual capacity. Thus, these results may extend the implications for social cognitive theory, where personal factors and family support are more able to have an effect on entrepreneurial decision-making if done together, when compared to independently or separately.

Furthermore, important findings in this study emphasize the role of family environment mediation and not only conceptualize the family environment as an independent predictor of entrepreneurial intentions (Arfah et al., 2023; Saoula et al., 2023; Syahrial et al., 2024), dimana role of the family environment is able to provide empirical support for how an individual's economic behavior, in this case including entrepreneurship, cannot be separated from its social context. From this it can be seen that the family environment is no longer seen only from the characteristics of the background passively but as an active contextual mechanism, in which educational experiences and psychological resources are transformed into entrepreneurial commitments. Furthermore, in situations where family support is limited, educational interventions and psychological readiness can no longer be understood as factors that give rise to entrepreneurial intentions, but rather provide encouragement for the emergence of positive entrepreneurial beliefs and values. Therefore, the implication of this study emphasizes more on the right intervention pattern in increasing entrepreneurial intentions, not only through the educational curriculum, but also by involving families as part of the entrepreneurial ecosystem.

CONCLUSION

Fundamental Finding: This study demonstrates that entrepreneurial intention is not solely determined by educational or psychological factors but emerges from the interaction between entrepreneurship education, entrepreneurial motivation, self-efficacy, and the broader family environment. The findings highlight that the family environment functions as a strategic mediating mechanism that facilitates the transformation of entrepreneurial knowledge, motivation, and self-efficacy into entrepreneurial intention. Thus, the formation of intentions in entrepreneurship can not only be reduced to a personal individual process, but also into a unit that has an attachment between the individual and his environment, so that individual abilities become more effective if strengthened by supportive family relationships. **Implication:** The findings generate important theoretical, managerial, and policy implications. The implications of this research emphasise that the development of entrepreneurial intent truly requires a more holistic approach, one capable of transcending the boundaries of educational institutions. This can only be done when there is a good synergy between formal education, strengthening the psychological capacity of individuals, and support from the family environment, so that it will be a crucial foundation in developing the young generation as adaptive and sustainable entrepreneurs. Therefore, theoretically, this study extends the Theory of Planned Behavior and Social Cognitive Theory by demonstrating that educational and psychological determinants of entrepreneurial intention operate through social-contextual mechanisms rather than independently. From a managerial perspective, universities should redesign entrepreneurship programs by integrating family-inclusive mentoring, entrepreneurship incubation involving

parents, experiential business projects, and collaborative entrepreneurial learning activities. At the policy level, government agencies responsible for entrepreneurship development should incorporate family engagement into entrepreneurship promotion strategies, recognizing that strengthening entrepreneurial intention requires coordinated interventions involving educational institutions, families, and entrepreneurship support ecosystems. Such an integrated approach may contribute to increasing graduate entrepreneurship and reducing educated unemployment. **Limitation:** A number of limitations in this study include the use of a sample that still focuses on one institution only, thus limiting the generalization of the findings. In addition, there are still some variances that cannot be explained by the variables in this study; this suggests that there are other factors that have the potential to influence entrepreneurial intentions beyond the model being tested. **Future Research:** Furthermore, taking into account these limitations, it is suggested that further research can adopt cross-institutional and cross-contextual designs with the aim of increasing external validity. In addition, the existence of more complex integrations, such as digital literacy, technology-based entrepreneurial ecosystems, and support from public policies related to entrepreneurship, can be used to enrich conceptual models in the future.

REFERENCES

- Ahmed, I. (2022). Linking self-efficacy, entrepreneurial fit, family support, and entrepreneurial intentions: An explanatory mechanism. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.959444>
- Ajzen, I. (1991). The Theory of Planned Behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Al Halbusi, H., Soto-Acosta, P., & Popa, S. (2023). Analysing e-entrepreneurial intention from the theory of planned behaviour: the role of social media use and perceived social support. *International Entrepreneurship and Management Journal*, 19(4), 1611–1642. <https://doi.org/10.1007/s11365-023-00866-1>
- Al Lawati, E. H., Jumaan, I. A., Abdul Kohar, U. H., & Tarhini, A. (2026). Entrepreneurial intention revisited: The roles of entrepreneurship education, entrepreneurial culture, and social media usage. *The International Journal of Management Education*, 24(1), 101288. <https://doi.org/10.1016/j.ijme.2025.101288>
- Amani, D., Ismail, I. J., Makona, A., Chagalima, I. A., & Kazungu, I. (2024). Extending the mediation role of entrepreneurial self-efficacy on enhancing students' entrepreneurial intentions: A moderated mediation model. *The International Journal of Management Education*, 22(1), 100915. <https://doi.org/10.1016/j.ijme.2023.100915>
- Arfah, A., Mapparenta, M., & Serang, S. (2023). The Influence of Entrepreneurship Education and Family Environment on Students' Interest in Entrepreneurship. *AL-ISHLAH: Jurnal Pendidikan*, 15(1), 157–170. <https://doi.org/10.35445/alishlah.v15i1.2854>

- Bandura, A. (1985). *Prentice-Hall series in social learning theory. Social foundations of thought and action: A social cognitive theory*. Prentice-Hall, Inc.
- Bauer, A. (2024). Accounting for qualification in mismatch unemployment. *Journal for Labour Market Research*, 58(1), 27. <https://doi.org/10.1186/s12651-024-00386-7>
- Bismala, L., Handayani, S., & Indari, A. (2024). Menguraikan Determinants Dari Entrepreneurial Intention Mahasiswa. *Jurnal Diversita*, 10(2), 291–302. <https://doi.org/10.31289/diversita.v10i2.12176>
- BPS. (2025). *Pencari Kerja Terlapor, Lowongan Kerja Terlapor, dan Penempatan/Pemenuhan Tenaga Kerja Menurut Kabupaten/Kota dan Jenis Kelamin di Provinsi Jawa Timur, 2025*. <https://jatim.bps.go.id/id/statistics-table/3/VEU5VVVERIVWM0JwYTNvdk1ISkpWR3R1VUhaVmR6MDkjMyMzNTAw/pencari-kerja-terlapor--lowongan-kerja-terlapor--dan-penempatan-pemenuhan-tenaga-kerja-menurut-kabupaten-kota-dan-jenis-kelamin-di-provinsi-jawa-timur.html?year=2025>
- Chandra, D. V., & Nuringsih, K. (2025). Dimensi Family Entrepreneurial Orientation sebagai Mediator Pengaruh Entrepreneurial Education terhadap Entrepreneurial Intention. *Jurnal Manajerial Dan Kewirausahaan*, 7(3), 834–840. <https://doi.org/10.24912/jmk.v7i3.34625>
- Churchill, G. A. J. (1979). Paradigm for developing better measures of marketing constructs. *Journal of Marketing Research*, 16(1), 64–73. <https://doi.org/http://dx.doi.org/10.2307/3150876>
- Costin, Y., O'Brien, M. P., & Hynes, B. (2022). Entrepreneurial education: Maker or breaker in developing students' entrepreneurial confidence, aptitude and self-efficacy? *Industry and Higher Education*, 36(3), 267–278. <https://doi.org/10.1177/09504222211040662>
- Ekawarna, E., Denmar, D., & Bakar, M. (2022). Pengaruh Pendidikan Kewirausahaan, Efikasi Diri dan Motivasi Berwirausaha Terhadap Niat Berwirausaha Mahasiswa FKIP Universitas Jambi Angkatan 2019. *Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, 3(1), 139–149. <https://doi.org/10.38035/jmpis.v3i1.849>
- Ginting, Y. M., & Azizurrohman, M. (2025). Linking Entrepreneurship Education to Entrepreneurial Intentions: A Social Cognitive and Resource-Based Perspective. *The Asian Journal of Technology Management (AJTM)*, 18(1), 55–76. <https://doi.org/10.12695/ajtm.2025.18.1.4>
- Gracia, N., & Puspitowati, I. (2025). Pengaruh Pendidikan Kewirausahaan terhadap Niat Berwirausaha: Sikap dan Kontrol Perilaku yang Dirasakan sebagai Mediasi. *Jurnal Manajerial Dan Kewirausahaan*, 7(1), 197–205. <https://doi.org/10.24912/jmk.v7i1.32991>
<https://journal.unesa.ac.id/index.php/jepk>

- Hafid, R., Santoso, I. R., & Gani, I. P. (2024). The Effect of Self-Efficacy Mediation on Entrepreneurship Education and Entrepreneurial Intention. *Jurnal Pendidikan Ekonomi Dan Bisnis (JPEB)*, 12(01), 11–24. <https://doi.org/10.21009/JPEB.012.1.2>
- Hagger, M. S., & Hamilton, K. (2025). Progress on theory of planned behavior research: advances in research synthesis and agenda for future research. *Journal of Behavioral Medicine*, 48(1), 43–56. <https://doi.org/10.1007/s10865-024-00545-8>
- Hair, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., Danks, N. P., & Ray, S. (2021). *Partial Least Squares Structural Equation Modeling (PLS-SEM) Using R*. Springer International Publishing. <https://doi.org/10.1007/978-3-030-80519-7>
- Hair, J., Sarstedt, M., Ringle, C. M., & Gudergan, S. P. (2017). *Advanced Issues in Partial Least Squares Structural Equation Modeling*. Sage Publishing.
- Hoang, G., & Trong Luu, T. (2025). The Curvilinear Effect of Entrepreneurship Education on Entrepreneurial Intentions: The Roles of Entrepreneurial Passion and Resilience. *Journal of Management Education*, 49(1), 9–44. <https://doi.org/10.1177/10525629241263801>
- Jebb, A. T., Ng, V., & Tay, L. (2021). A Review of Key Likert Scale Development Advances: 1995–2019. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.637547>
- Jiatong, W., Murad, M., Bajun, F., Tufail, M. S., Mirza, F., & Rafiq, M. (2021). Impact of Entrepreneurial Education, Mindset, and Creativity on Entrepreneurial Intention: Mediating Role of Entrepreneurial Self-Efficacy. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.724440>
- Krejcie, R. V., & Morgan, D. W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*, 30(3), 607–610. <https://doi.org/10.1177/001316447003000308>
- Krosnick, J. A., & Alwin, D. F. (1987). An evaluation of a cognitive theory of response-order effects in survey measurement. *Public Opinion Quarterly*, 51(2), 201–219. <https://doi.org/10.1086/269029>
- Kumar, R., & Raj, T. (2019). Role of Entrepreneurship in Boosting Economic Growth and Employment in India. *SEDME (Small Enterprises Development, Management & Extension Journal): A Worldwide Window on MSME Studies*, 46(4), 273–281. <https://doi.org/10.1177/0970846419894750>
- Li, Y., Cao, K., & Jenatabadi, H. S. (2023). Effect of entrepreneurial education and creativity on entrepreneurial intention in college students: mediating entrepreneurial inspiration, mindset, and self-efficiency. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1240910>
- <https://journal.unesa.ac.id/index.php/jepk>

- Loughran, R. J., Wallbrink, P. J., Walling, D. E., & Appleby, P. G. (2003). Sampling Methods. In *Handbook for the Assessment of Soil Erosion and Sedimentation Using Environmental Radionuclides* (pp. 41-57). Kluwer Academic Publishers. https://doi.org/10.1007/0-306-48054-9_3
- Lv, Y., Chen, Y., Sha, Y., Wang, J., An, L., Chen, T., Huang, X., Huang, Y., & Huang, L. (2021). How Entrepreneurship Education at Universities Influences Entrepreneurial Intention: Mediating Effect Based on Entrepreneurial Competence. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.655868>
- Maheshwari, G., & Kha, K. L. (2022). Investigating the relationship between educational support and entrepreneurial intention in Vietnam: The mediating role of entrepreneurial self-efficacy in the theory of planned behavior. *The International Journal of Management Education*, 20(2), 100553. <https://doi.org/10.1016/j.ijme.2021.100553>
- Malathi, M., & Venugopal, P. (2025). Entrepreneurial intention and engagement in entrepreneurship education. *Journal of Innovation and Entrepreneurship*, 14(1), 88. <https://doi.org/10.1186/s13731-025-00524-6>
- Malik, N., Suliswanto, M. S. W., & Rofik, M. (2021). The Unemployment Rate Amid the COVID-19 Pandemic: Propose the Best Practices Policy to Maintain Labor Market Stability. *Jurnal Ilmu Sosial Dan Ilmu Politik*, 25(1), 48. <https://doi.org/10.22146/jsp.56450>
- Martini, I. A. O., Sari, D. M. F. P., Sarmawa, I. W. G., Qomariah, N., & Ridwan, W. (2024). Mediation of Entrepreneurial Motivation: The Role of Entrepreneur Learning, Self-Efficacy and Family Environment in Increasing Interest in Entrepreneurship. *Jurnal Aplikasi Manajemen*, 22(2), 294-311. <https://doi.org/10.21776/ub.jam.2024.022.02.02>
- Martins, J. M., Shahzad, M. F., & Xu, S. (2023). Factors influencing entrepreneurial intention to initiate new ventures: evidence from university students. *Journal of Innovation and Entrepreneurship*, 12(1), 63. <https://doi.org/10.1186/s13731-023-00333-9>
- Menold, N., & Toepoel, V. (2024). Do Different Devices Perform Equally Well with Different Numbers of Scale Points and Response Formats? A test of measurement invariance and reliability. *Sociological Methods & Research*, 53(2), 898-939. <https://doi.org/10.1177/00491241221077237>
- Mubarrok, Z., & Sulistiyantoro, D. (2023). Minat Mahasiswa Berwirausaha: Apakah Motivasi dan Mental Berwirausaha Penting? *Jurnal Akuntansi Inovatif*, 1(1), 29-35. <https://doi.org/10.59330/jai.v1i1.4>

- Nabi, G., Liñán, F., Fayolle, A., Krueger, N., & Walmsley, A. (2017). The Impact of Entrepreneurship Education in Higher Education: A Systematic Review and Research Agenda. *Academy of Management Learning & Education*, 16(2), 277–299. <https://doi.org/10.5465/amle.2015.0026>
- Nasution, M. F. R., Dewi, S. S., & Fadilah, R. (2024). The Influence of Social Support on Students' Academic Resilience Through Self-Efficacy. *Jurnal Psikologi Terapan Dan Pendidikan*, 6(2), 161–170. <https://doi.org/10.26555/jptp.v6i2.29415>
- Neneh, B. N., & Dzomonda, O. (2024). Transitioning from entrepreneurial intention to actual behaviour: The role of commitment and locus of control. *The International Journal of Management Education*, 22(2), 100964. <https://doi.org/10.1016/j.ijme.2024.100964>
- Nguyen, T. T., & Phan, H. T. T. (2024). Entrepreneurship environments and entrepreneurial intention- the role of self efficacy and role model. *International Journal of Engineering Business Management*, 16. <https://doi.org/10.1177/18479790241275925>
- Niam, S., & Utami, B. S. A. (2024). Potensi Inovasi Indonesia di Tengah Bonus Demografi: Menjawab Tantangan Global. *Jurnal Manajemen Dan Bisnis Ekonomi*, 2(4), 344–356. <https://doi.org/10.54066/jmbe-itb.v2i4.2542>
- Otache, I., Edopkolor, J. E., Sani, I. A., & Umar, K. (2024). Entrepreneurship education and entrepreneurial intentions: Do entrepreneurial self-efficacy, alertness and opportunity recognition matter? *The International Journal of Management Education*, 22(1), 100917. <https://doi.org/10.1016/j.ijme.2023.100917>
- Pinto, P., Pallikkara, V., Pinto, S., & Hawaldar, I. T. (2024). Unveiling the entrepreneurial mindset: exploring orientation and intentions among students of prominent engineering disciplines. *Journal of Innovation and Entrepreneurship*, 13(1), 33. <https://doi.org/10.1186/s13731-024-00390-8>
- Putra, M., Suryana, S., Mulyadi, H., & Suwatno, S. (2025). Peran Efikasi Diri Dalam Memediasi Pendidikan Kewirausahaan, Sikap Berwirausaha Terhadap Niat Berwirausaha. *Jurnal Locus Penelitian Dan Pengabdian*, 4(12), 11922–11935. <https://doi.org/10.58344/locus.v4i12.5326>
- Rahmadani, A., Soleh, A., & E G, I. A. M. (2025). The Effect Of Entrepreneurship Education Self-Confidence And Entrepreneurial Mindset Students' Entrepreneurial Intention. *Jurnal Pusat Manajemen*, 2(2), 155–166. <https://doi.org/10.37676/jpm.v2i2.1026>
- Rizzo, T. L., & Cullen, L. (2020). Theory of Planned Behavior. In *Routledge Handbook of Adapted Physical Education* (pp. 326–346). Routledge. <https://doi.org/10.4324/9780429052675-25>
<https://journal.unesa.ac.id/index.php/jepk>

- Safitri, C., Mulyadi, H., Sutarni, N., & Ramdhany, M. A. (2024). Fostering Green Entrepreneurial Intentions: The Role of Educational Environments in Shaping Student Entrepreneurial Aspirations. *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 12(2), 347–366. <https://doi.org/10.26740/jepk.v12n2.p347-366>
- Sahu, P. K. (2013). *Research Methodology: A Guide for Researchers In Agricultural Science, Social Science and Other Related Fields*. Springer India. <https://doi.org/10.1007/978-81-322-1020-7>
- Samiono, B. E. (2018). The Effect of Entrepreneurship Education on Entrepreneurship Intention of Students of Private Islamic Universities in Jakarta. *Journal of Business and Behavioural Entrepreneurship*, 2(2), 94–102. <https://doi.org/10.21009/JOBBE.002.2.05>
- Saoula, O., Shamim, A., Ahmad, M. J., & Abid, M. F. (2023). Do entrepreneurial self-efficacy, entrepreneurial motivation, and family support enhance entrepreneurial intention? The mediating role of entrepreneurial education. *Asia Pacific Journal of Innovation and Entrepreneurship*, 17(1), 20–45. <https://doi.org/10.1108/APJIE-06-2022-0055>
- Sarkar, D., & Nath, Dr. H. K. (2024). Fostering economic resilience: Evaluating the efficacy of entrepreneurship as a sustainable solution to long-term unemployment. *International Journal of Research in Finance and Management*, 7(1), 454–464. <https://doi.org/10.33545/26175754.2024.v7.i1e.326>
- Sawitri, P., & Widarini, N. P. (2025). Fenomena Pengangguran Terdidik dan Pengaruhnya Bagi Bonus Demografi di Indonesia: Literature Review. *Syntax Literate ; Jurnal Ilmiah Indonesia*, 10(5), 4690–4701. <https://doi.org/10.36418/syntax-literate.v10i5.58189>
- Shahriar, M. S., Hassan, M. S., Islam, M. A., Sobhani, F. A., & Islam, M. T. (2024). Entrepreneurial intention among university students of a developing economy: the mediating role of access to finance and entrepreneurship program. *Cogent Business & Management*, 11(1). <https://doi.org/10.1080/23311975.2024.2322021>
- Slameto. (2015). *Belajar dan Faktor-Faktor yang Mempengaruhi*. Rineka Cipta.
- Soelaiman, L., Keni, K., & Chin, T. L. (2026). The Effectiveness of Entrepreneurship Education on Students' Self-Efficacy and Entrepreneurial Intention: A Comparative Study of Major Cities in Indonesia. *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 14(1), 75–96.
- Sun, J., Shi, J., & Zhang, J. (2023). From entrepreneurship education to entrepreneurial intention: Mindset, motivation, and prior exposure. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.954118>
- <https://journal.unesa.ac.id/index.php/jepk>

- Syahrial, Y., Endarwati, I. S., & Putri, G. A. (2024). The Influence of Parental Support, Income Expectations, and Entrepreneurship Education on Entrepreneurial Intentions: Entrepreneurship Motivation as a Mediation Variabel. *International Journal of Economics, Management and Accounting*, 1(3), 344-359. <https://doi.org/10.61132/ijema.v1i3.208>
- Tihic, M., Hadzic, M., & McKelvie, A. (2021). Social Support and its Effects on Self-Efficacy Among Entrepreneurs with Disabilities. *Journal of Business Venturing Insights*, 16, e00279. <https://doi.org/10.1016/j.jbvi.2021.e00279>
- To, C. K. M., Guaita Martínez, J. M., Orero-Blat, M., & Chau, K. P. (2020). Predicting motivational outcomes in social entrepreneurship: Roles of entrepreneurial self-efficacy and situational fit. *Journal of Business Research*, 121, 209-222. <https://doi.org/10.1016/j.jbusres.2020.08.022>
- Wang, Y., Wang, L., Yang, L., & Wang, W. (2024). Influence of Perceived Social Support and Academic Self-Efficacy on Teacher-Student Relationships and Learning Engagement for Enhanced Didactical Outcomes. *Scientific Reports*, 14(1), 28396. <https://doi.org/10.1038/s41598-024-78402-6>
- Xie, Y., & Wang, S. (2025). Generative artificial intelligence in entrepreneurship education enhances entrepreneurial intention through self-efficacy and university support. *Scientific Reports*, 15(1), 24079. <https://doi.org/10.1038/s41598-025-09545-3>
- Yanti, A. (2019). Pengaruh Pendidikan Kewirausahaan, Self Efficacy, Locus of Control dan Karakter Wirausaha terhadap Minat Berwirausaha. *Maneggio: Jurnal Ilmiah Magister Manajemen*, 2(2), 268-283. <https://doi.org/https://doi.org/10.30596/maneggio.v2i2.3774>
- Yulastri, A., Susanto, P., Imran, M., Ganefri, G., Hidayat, H., Ardi, Z., Marwan, M., & Arita, S. (2026). Entrepreneurship education and entrepreneurial intention: a serial mediation model of entrepreneurial motivation and self-efficacy. *Discover Sustainability*, 7(1), 356. <https://doi.org/10.1007/s43621-026-02689-w>
- Zhang, J., & Huang, J. (2021). Entrepreneurial Self-Efficacy Mediates the Impact of the Post-pandemic Entrepreneurship Environment on College Students' Entrepreneurial Intention. *Frontiers in Psychology*, 12. <https://doi.org/https://doi.org/10.26740/jepk.v14n1.p75-96>

Dita Novitasari

Departement of Management, Faculty of Economics and Business
Universitas Negeri Malang
Address: Jl. Semarang No 5 Malang
Email: dita.novita.2204116@students.um.ac.id

***Andy Prasetyo Wati (Corresponding Author)**

Departement of Management, Faculty of Economics and Business
Universitas Negeri Malang
Address: Jl. Semarang No 5 Malang
Email: andy.prasetyo.fe@um.ac.id

Jefry Aulia Martha

Departement of Management, Faculty of Economics and Business
Universitas Negeri Malang
Address: Jl. Semarang No 5 Malang
Email: jefry.aulia.fe@um.ac.id

Ika Zutiasari

Departement of Management, Faculty of Economics and Business
Universitas Negeri Malang
Address: Jl. Semarang No 5 Malang
Email: ika.zutiasari.fe@um.ac.id

Iva Khoiril Mala

Departement of Management, Faculty of Economics and Business
Universitas Negeri Malang
Address: Jl. Semarang No 5 Malang
Email: iva.mala.feb@um.ac.id

Azlinah Binti Abdul Rahman

Departement of Business and Entrepreneurship Education & Economic Development, Faculty of Education
Universiti Kebangsaan Malaysia
Address: Jalan Temuan, 43600 Bangi, Selangor, Malaysia
Email: drazlinah@ukm.edu.my

The Influence of Entrepreneurship Education, Motivation, and Self-Efficacy on Entrepreneurial Intentions: The Role of Family Environment Mediation Among Students