



FAMILY SUPPORT AND ENTREPRENEURSHIP EDUCATION AS DRIVERS OF ENTREPRENEURIAL INTENTION: THE MEDIATING ROLE OF MOTIVATION

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ABSTRACT

Phenomenon/Issue: Indonesian educated unemployment remains a major challenge, with data recording 7.28 million unemployed in February 2025. Limited job opportunities highlight entrepreneurship as an alternative pathway for job creation. However, students' entrepreneurial interest is often constrained by low self-motivation and limited family support.

Purpose: This study examines the effects of motivation, family support, and entrepreneurship education on the entrepreneurial interest of undergraduate students in the Office Administration Education Study program at Universitas Negeri Surabaya.

Novelty: Unlike previous studies that generally focus on theory, this study emphasizes the integration of entrepreneurship education that combines theory with field practice (MSME mentoring) as an effort to change students' perception of risk into measurable business opportunities.

Research Methods: This study used a quantitative approach using a questionnaire survey of 226 Office Administration Education students at Universitas Negeri Surabaya. The data were analyzed using Structural Equation Modeling based on Partial Least Squares (SEM-PLS) with the assistance of SmartPLS software.

Results: The SEM-PLS analysis indicates that both individually and collectively, motivation, family support, and entrepreneurship education exert a significant positive influence on entrepreneurial interest. Specifically, family support and entrepreneurship education also positively affect entrepreneurial motivation. Furthermore, the empirical results validate that motivation serves as a crucial mediating variable that bridges the influence of both family support and entrepreneurship education on students' entrepreneurial interest.

Research Contributions: This study extends the application of the Theory of Planned Behaviour and provides strategic insights for universities to develop practical entrepreneurship ecosystems that support the development of independent and entrepreneurial graduates.

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INTRODUCTION

The issue of unemployment in Indonesia remains an unresolved challenge to this day (Mufida & Nasir, 2023). Based on data from the World Economic Outlook report by the International Monetary Fund, April 2025, Indonesia ranks second after China with an increasing unemployment trend. Data released by the Central Statistics Agency (BPS) reveals that Indonesia's unemployment figure climbed to 7.28 million in February 2025, marking an upward trend relative to the corresponding period the year prior. This situation is primarily driven by a persistent disparity between the growing labor supply and the scarcity of employment opportunities within the formal sector. Entrepreneurship plays a strategic role as a solution to minimize unemployment by creating job opportunities through business innovation, as discussed in Zamhari et al. (2023). In line with this urgency, the Indonesian government has set a target to increase the national entrepreneurship ratio and the growth of new entrepreneurs (*Coordinating Ministry, 2023*).

Examining students' entrepreneurial interest is essential to achieve this objective. Entrepreneurial interest refers to an individual's inclination to start a business based on personal creative ideas (Amalia et al., 2025). Furthermore, this disposition is systematically shaped by three primary constructs within the Theory of Planned Behavior. First, motivation acts as an internal catalyst that fuels an individual's inclination toward innovative behavior (Mulyadi, 2024). Second, family support as an external source of validation and resources (Oktarina et al., 2019). Third, entrepreneurship education provides students with the theoretical knowledge and practical competencies necessary to effectively navigate and mitigate various business risks (Dhira et al., 2021).

This study addresses inconsistent findings in the literature regarding the effects of motivation, family support, and entrepreneurship education on students' entrepreneurial interest. For example, motivation and family support were found to have a significant influence in the study Telaumbanua, (2023); Adha et al. (2023), but other studies showed the opposite results (Sulistiowati et al., 2024); Fitriani & Hermawan, 2024). A similar phenomenon occurs in the influence of entrepreneurship education, which is not always directly proportional to student interest (Anam et al., 2024). This situation underscores a research gap, thereby demanding more extensive empirical exploration to clarify the underlying mechanisms. However, strong family support and well-rounded entrepreneurship education do not automatically translate into a real and measurable entrepreneurial intention. These external influences require an internal catalyst motivation to act as the psychological bridge. Motivation plays a crucial mediating role because it helps internalise the moral encouragement received from family and the knowledge gained through university study, turning them into a personal drive (Ramadani et al., 2023). Without a strong level of internal motivation, these external resources are more likely to remain untapped potential rather than being converted into actual entrepreneurial interest.

The inconsistency of findings across previous studies regarding the direct effects of family support and entrepreneurship education on entrepreneurial intention suggests a clear research gap. This indicates that the relationship between these variables may be more complex than it currently appears and is not yet fully explained. Therefore, this study proposes a mediation pathway through motivation as a theoretical route to clarify how external factors shape students' entrepreneurial intention. Positioning motivation as the mediator, this research aims to address conflicting results and offer a deeper understanding of how students make their decisions (Meliani & Panduwinata, 2022).

In addition to its theoretical contributions, this study provides practical implications for Universitas Negeri Surabaya in supporting Key Performance Indicator (KPI) 1, which emphasizes developing graduates as job creators. This objective aligns with the vision of the Faculty of Economics and Business to promote entrepreneurial leadership and the mission of the Office Administration Education program to strengthen graduate competitiveness. The study also supports the achievement of Sustainable Development Goal 4 by promoting the integration of an entrepreneurial mindset that prepares students to become adaptive and globally competitive professionals (Effrisanti et al., 2022). In the context of the Office Administration Education program, preliminary interviews indicate that although 80% of students recognize the importance of entrepreneurship education, more than 60% still experience low

motivation and self-confidence, while 55% report limited family support. Addressing the gap between previous research findings and field conditions, this study empirically examines the influence of family support and entrepreneurship education on entrepreneurial intentions, with motivation as a mediating variable to support the development of innovative and independent graduates.

The novelty of this study lies in its focus on the integration of a practice-oriented entrepreneurship curriculum within the Office Administration Education Study Program at Universitas Negeri Surabaya. Unlike previous studies, Sihombing & Indrayani (2023), which generally focus on the theoretical realm, this study examines how the integration of classroom material with hands-on experience accompanying MSME actors can transform risk perceptions into measurable business opportunities for students.

LITERATURE REVIEW

We grounded the study in the Theory of Planned Behavior (TPB) proposed by Icek Ajzen (1991) as an extension of the Theory of Reasoned Action. TPB incorporates perceived behavioral control to better predict behaviors that may not be fully under individual control (Mirza et al., 2025). TPB explains that behavioral intention is the primary determinant of an individual's actual actions. TPB is used to understand and predict human behavior with a focus on two variables: behavioral intention can be interpreted as the level of willingness or strong tendency of a person to act, as well as an independent variable, and *behavior* is the actual action taken by a person, as well as a dependent variable (Afdalia et al., 2014). This, TPB views that a person's intention influences whether that person actually performs a behavior, so that behavioral intention becomes a factor that determines the behavior that will occur. Behavioral intention is primarily predicated upon three distinct determinants: attitude toward the behavior, subjective norms, and perceived behavioural control (Afdalia et al., 2014). Entrepreneurial interest is defined as a form of enjoyment, attraction, and a strong tendency of individuals to be actively involved in creating and managing businesses based on their own creative ideas (Anjayani, 2024). This interest is not merely a momentary desire, but rather a mental disposition that involves a readiness to mitigate risks and a commitment to achieving business success (Silaban et al., 2025). Based on the indicators from Bukirom (2014), this interest is reflected through a strong desire to become an entrepreneur, career orientation, future commitment, and the desire to improve the family's economy and create jobs.

Within the TPB framework, the attitude toward behaviour is reflected in an individual's evaluation regarding the desirability of performing a specific action. In this study, motivation represents this attitudinal component (Tripopsakul & Puriwat, 2025), serving as the core "internal bridge" within the research model. Motivation is a driving force, both internal and external, that stimulates and maintains proactive behavior to achieve goals (Ajmalia et al., 2025). In entrepreneurship, motivation is the main driver for students to dare to take innovative steps (Mulyadi, 2024). Rather than acting in isolation, the integration of motivation as a mediating variable is central to this study; it functions as a psychological mechanism that translates external influences into a concrete intention. Motivation is subsequently measured through intrinsic factors, such as personal pleasure and satisfaction, and extrinsic factors, including financial rewards and social recognition (Tripopsakul & Puriwat, 2025).

The second pillar in TPB is *Subjective Norms*: Perceptions of social pressure or support from one's immediate circle. Family support is a variable that represents this norm because of the crucial role of the family in providing social legitimacy (Pricilia, Yohana, 2021). Family support is an external determinant in the form of emotional, moral, financial, and informational assistance provided by family members (Sari & Dwijayanti, 2021). The presence of family serves as a foundation that reduces anxiety about failure and provides a sense of social security for students (Wijaya et al., 2020). Indicators include parental moral support, provision of capital, teaching of discipline, and parental entrepreneurial experience as role models (Pricilia, Yohana, 2021).

Perceived behavioural control, the third pillar, encompasses the belief in one's personal capability and the availability of resources to perform a specific action (Saoula et al., 2022). Entrepreneurship education acts as a critical factor in this domain by fostering the practical knowledge and skills that

students require to succeed (Bukirom, 2014). Entrepreneurship education is understood as a systematic initiative to equip students with academic insights, practical competencies, and mental resilience (Hanipah & Wiguna, 2025). This education aims to develop cognitive and psychomotor potential so that students can recognize market opportunities and manage business units effectively (Rachmawati et al., 2022). According to this, education is measured through the development of creativity, increased technical knowledge, quality of learning materials, and the provision of practical skills for starting a business.

HYPOTHESIS DEVELOPMENT

H1: Family support has a positive effect on entrepreneurial interest.

Family support plays a crucial role as an early environmental factor that shapes individuals' career orientation. Emotional, moral, and financial support from family can enhance individuals' confidence in pursuing entrepreneurship. However, its direct influence is often not dominant, as entrepreneurial interest is more strongly driven by internal factors. A study by (Maulida et al., 2023) found that family support has a significant effect on entrepreneurial interest among students. Similarly, (Fauziah et al., 2023) reported that the influence of family support becomes stronger when combined with psychological factors such as motivation.

H2: Entrepreneurship education has a positive effect on entrepreneurial interest.

Entrepreneurship education serves as a means of developing knowledge, skills, and an entrepreneurial mindset. Through the learning process, individuals are better able to identify business opportunities and prepare for potential risks. Research by (Mauludiani et al., 2025) shows that entrepreneurship education directly increases entrepreneurial interest through enhanced understanding and practical experience.

H3: Family support has a positive effect on entrepreneurial motivation.

Family support plays a significant role in shaping motivation as an internal driving force. A supportive family environment can enhance self-confidence and courage in making entrepreneurial decisions. A study by (Yogas & Hidayah, 2024) found that family support significantly influences motivation and entrepreneurial intention. Likewise, (Utari & Sukidjo, 2020) demonstrated that the family environment enhances motivation through psychological factors such as self-efficacy.

H4: Entrepreneurship education has a positive effect on entrepreneurial motivation.

Entrepreneurship education not only improves knowledge but also strengthens motivation through experiential learning. Individuals exposed to entrepreneurship education tend to become more confident and motivated to start a business. Research by (Nuswantoro, 2025) indicates that entrepreneurship education enhances readiness and motivation. Additionally, (Yogas & Hidayah, 2024) found that education significantly influences motivation and entrepreneurial intention.

H5: Entrepreneurial motivation has a positive effect on entrepreneurial interest.

Motivation is the primary internal factor that drives individuals to take action. The higher the motivation, the stronger the intention to engage in entrepreneurship. A study by (Yogas & Hidayah, 2024) found that motivation has a strong effect on entrepreneurial intention. Similarly, (Utari & Sukidjo, 2020) demonstrated that psychological factors are the main determinants of entrepreneurial interest.

H6: Motivation mediates the effect of family support on entrepreneurial interest.

Motivation acts as an intervening variable that mediates the relationship between family support and entrepreneurial interest. Family support enhances motivation, which in turn increases entrepreneurial interest. Research by Utari & Sukidjo (2020) shows that the family environment influences entrepreneurial interest through psychological variables. Furthermore, (Yogas & Hidayah, 2024) found that motivation mediates the relationship between external support and entrepreneurial interest.

H7: Motivation mediates the effect of entrepreneurship education on entrepreneurial interest.

Motivation also mediates the relationship between entrepreneurship education and entrepreneurial interest. Education enhances motivation through learning and experience, which subsequently increases interest. Research by (Nuswantoro, 2025) shows that entrepreneurship education influences entrepreneurial interest through motivation.

METHOD

This study employs a quantitative approach with an explanatory research design aimed at examining the causal relationships among variables, namely family support, entrepreneurship education, motivation, and entrepreneurial interest. This approach is chosen because it is capable of explaining both direct and indirect effects among variables within a research model (Sugiyono, 2023). Data analysis is conducted using Structural Equation Modeling based on Partial Least Squares (SEM-PLS), which is considered appropriate for testing complex models involving mediating variables. The data processing in this study is carried out using SmartPLS, which enables the researcher to simultaneously evaluate both the measurement model (outer model) and the structural model (inner model) (Sugiyono, 2023).

The population of this study consists of undergraduate students from the Office Administration Education program at the Faculty of Economics and Business, Universitas Negeri Surabaya. The sample comprises 226 students who meet the criteria relevant to the research objectives. A purposive sampling technique is employed, where respondents are selected based on specific criteria, namely students who have participated in entrepreneurship education courses (Ghozali, 2021). This sampling approach is considered appropriate as it ensures that the selected respondents possess the necessary experience and knowledge related to the variables examined in this study.

This study includes four variables: family support and entrepreneurship education as independent variables, entrepreneurial motivation as a mediating variable, and entrepreneurial interest as the dependent variable. Family support refers to emotional, moral, and material encouragement from the family environment. Entrepreneurship education reflects the learning process that develops entrepreneurial knowledge, skills, and mindset. Entrepreneurial motivation represents the internal drive to engage in entrepreneurial activities, while entrepreneurial interest refers to an individual's intention and willingness to start a business. All variables are measured using a Likert scale to capture respondents' perceptions (Ghozali, 2021).

Data analysis in this study was conducted using the Structural Equation Modeling based on Partial Least Squares (SEM-PLS) approach with the assistance of SmartPLS. The analysis was carried out in two main stages, namely the evaluation of the measurement model (outer model) and the structural model (inner model). The outer model evaluation aims to assess the validity and reliability of the constructs by examining indicator loadings, convergent validity, and internal consistency reliability (Sugiyono, 2023). Therefore, the first step in this analysis focuses on evaluating the measurement model to ensure that all indicators are valid and reliable in representing their respective latent variables.

RESULTS AND DISCUSSIONS

Results Measurement Model (Outer Model)

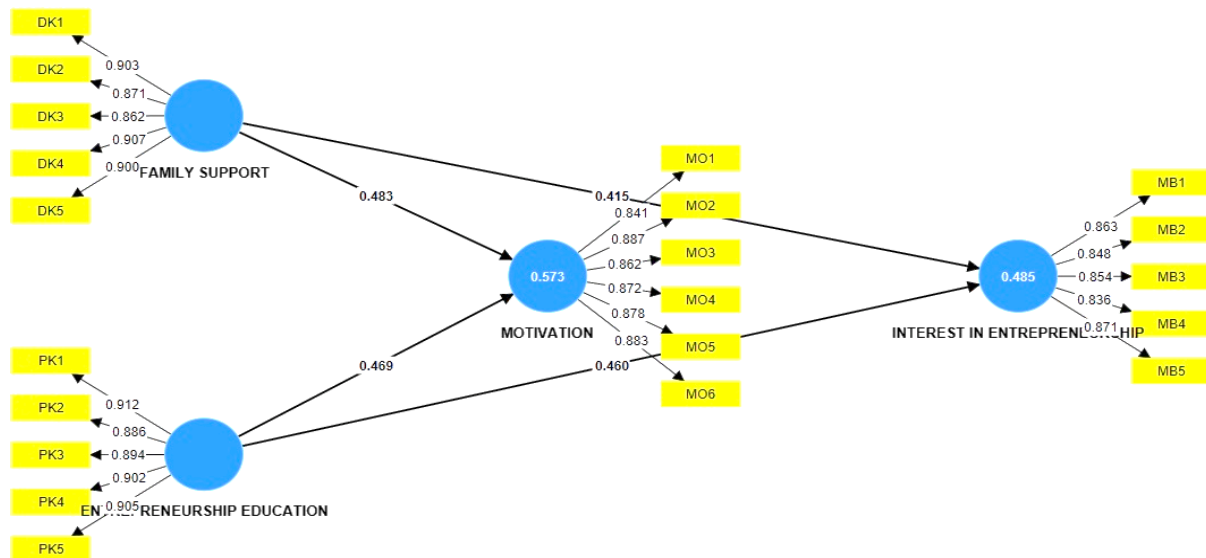


Figure 1 Measurement Model (Outer Model)

Source: Authors

The evaluation of the measurement model (outer model) aims to assess the validity and reliability of the constructs used in this study. This stage is essential to ensure that each indicator accurately represents its respective latent variable. The assessment of the outer model is conducted by examining convergent validity, discriminant validity, and internal consistency reliability. Convergent validity is evaluated through outer loadings and Average Variance Extracted (AVE), while reliability is assessed using Cronbach's Alpha and Composite Reliability. In addition, discriminant validity is examined to ensure that each construct is distinct from others in the model.

1. Convergent Validity

In the SEM-PLS approach, indicators are considered to meet convergent validity when they have an outer loading value greater than 0.70. This threshold indicates that the indicators are able to strongly reflect their respective latent constructs.

Table 1 Convergent Validity

	Family Support	Interest in Entrepreneurship	Motivation	Entrepreneurship Education
DK1	0,903			
DK2	0,871			
DK3	0,862			
DK4	0,907			
DK5	0,900			
MB1		0,861		
MB2		0,851		
MB3		0,856		
MB4		0,835		
MB5		0,868		
MO1			0,841	
MO2			0,887	
MO3			0,863	
MO4			0,872	
MO5			0,878	
MO6			0,883	
PK1				0,912

PK2	0,886
PK3	0,894
PK4	0,902
PK5	0,905

Source: Authors

Based on the results of the data analysis conducted above, it can be concluded that all indicators for each research variable have met the criteria of convergent validity, as they have outer loading values above 0.70. Therefore, they are considered appropriate for further analysis in the structural model (inner model).

2. Construct Reliability and Validity

The next stage in evaluating the measurement model involves assessing construct reliability and convergent validity using Average Variance Extracted (AVE), Composite Reliability, and Cronbach's Alpha. These measures are used to ensure that each construct demonstrates adequate internal consistency and is able to explain the variance of its indicators.

Table 2 Construct Reliability and Validity

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Family Support	0,933	0,935	0,949	0,790
Interest in Entrepreneurship	0,908	0,908	0,931	0,730
Motivation	0,936	0,937	0,950	0,758
Entrepreneurship Education	0,941	0,942	0,955	0,810

Source: Authors

Based on the results of the reliability and construct validity tests, all variables in this study are considered reliable and valid. This is indicated by Cronbach's Alpha and Composite Reliability values exceeding 0.70, as well as Average Variance Extracted (AVE) values above 0.50. Therefore, the measurement model meets the required criteria and can proceed to the structural model (inner model) evaluation stage.

3. Discriminant Validity

Discriminant validity refers to the extent to which a construct is empirically distinct from other constructs and accurately measures what it is intended to measure. It ensures that each variable captures a unique concept and does not overlap significantly with other variables in the model.

Table 3: Discriminant Validity

	Family Support	Interest in Entrepreneurship	Motivation	Entrepreneurship Education
Family Support				
Interest in Entrepreneurship	0,581			
Motivation	0,649	0,818		
Entrepreneurship Education	0,280	0,617	0,634	

Source: Authors

Based on the results of the discriminant validity test using the Fornell–Larcker criterion, it was found that the correlation values among constructs are below 0.90. This indicates that each variable in the study has good discriminant validity and is able to clearly distinguish one construct from another.

Structural Model (Inner Model)

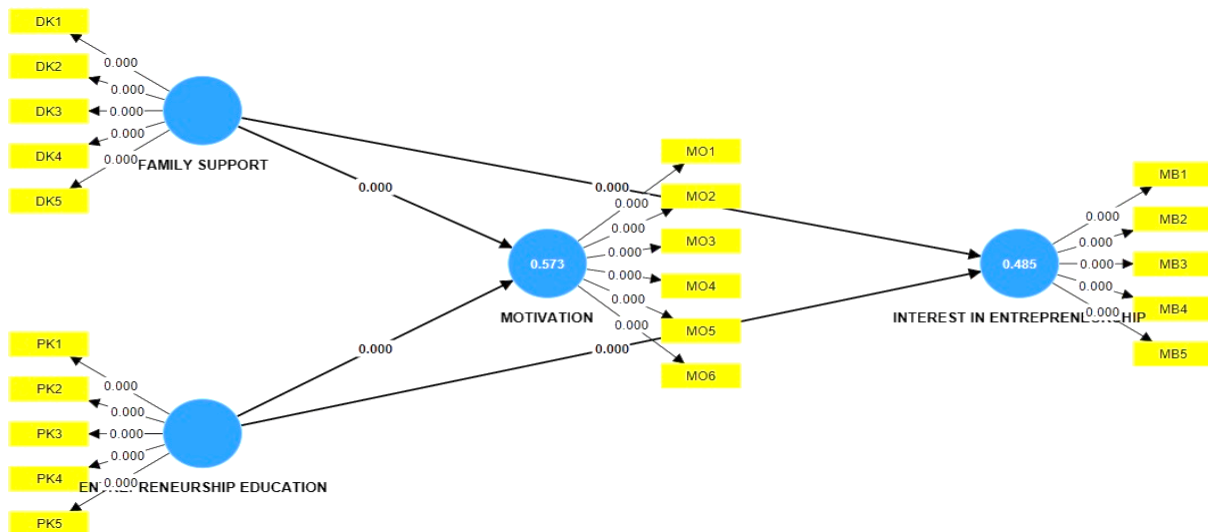


Figure 2 Structural Model (Inner Model)
Source : Prepared by the researcher (2025)

The evaluation of the structural model (inner model) aims to examine the relationships between latent variables and to assess the predictive power of the research model. This stage involves analyzing the coefficient of determination (R^2), effect size (f^2), predictive relevance (Q^2), and path coefficients. In addition, hypothesis testing is conducted using t-statistics and p-values to determine the significance of the relationships among variables in the model.

1. R-Square (R^2)

The coefficient of determination (R-square) is used to assess the model's explanatory power by measuring the proportion of variance in the dependent variables that can be explained by the independent variables. A higher R-square value indicates a stronger predictive capability of the model in explaining the relationships among variables.

Table 4 R-Square (R^2)

	R-square	R-square adjusted
Interest in Entrepreneurship	0,607	0,602
Motivation	0,573	0,569

Source : Prepared by the researcher (2025)

Based on the results of the coefficient of determination (R-square) test, the variable entrepreneurial interest has an R-square value of 0.607, indicating that 60.7% of the variance in entrepreneurial interest can be explained by family support, entrepreneurship education, and motivation, while the remaining 39.3% is influenced by other variables outside the research model. Meanwhile, the motivation variable has an R-square value of 0.573, meaning that 57.3% of the variance in motivation can be explained by family support and entrepreneurship education, while 42.7% is affected by other factors outside the model. Therefore, the research model demonstrates a moderate level of explanatory power and is considered appropriate for further analysis.

2. Path Coefficient

Path coefficients represent the strength and direction of relationships between latent variables in the structural model. The significance of these relationships is assessed using bootstrapping procedures by examining t-statistics and p-values. A relationship is considered significant if the t-statistic is greater than 1.96 and the p-value is less than 0.05.

Table 5 Path Coefficient

	Path coefficients
Family Support -> Interest in Entrepreneurship	0,156
Family Support -> Motivation	0,483
Motivation -> Interest in Entrepreneurship	0,535
Entrepreneurship Education -> Interest in Entrepreneurship	0,209
Entrepreneurship Education -> Motivation	0,469

Source: Authors

The results of the path coefficient analysis indicate that all relationships among variables are positive. This suggests that an increase in independent variables is followed by an increase in the dependent variable. The strongest effect is observed in the relationship between motivation and entrepreneurial interest, indicating that internal factors serve as the primary determinant in shaping entrepreneurial interest. These findings emphasize that psychological drive plays a more dominant role compared to external factors.

Family support and entrepreneurship education are found to have stronger effects on motivation than their direct effects on entrepreneurial interest. This implies that both variables influence entrepreneurial interest indirectly through the enhancement of individual motivation. The relatively small direct effect of family support on entrepreneurial interest indicates that the role of family does not directly stimulate interest, but rather operates through the development of motivation. Meanwhile, entrepreneurship education demonstrates a stronger direct effect compared to family support, although it remains weaker than its indirect effect through motivation. Overall, this pattern of relationships reflects a strong mediation mechanism, where motivation acts as an intervening variable that bridges the influence of external factors on entrepreneurial interest.

3. T-statistic & p-value (Bootstrapping)

The bootstrapping procedure is used to assess the statistical significance of the relationships between variables in the structural model. This method involves resampling the data to generate t-statistics and p-values for each path coefficient. A hypothesis is considered significant if the t-statistic exceeds 1.96 and the p-value is less than 0.05, indicating that the relationship between variables is statistically supported.

Table 6: T-statistic & p-value (Bootstrapping)

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Family Support -> Interest in Entrepreneurship	0,156	0,416	0,053	7,802	0,000
Family Support -> Motivation	0,483	0,484	0,045	10,808	0,000
Motivation -> Interest in Entrepreneurship	0,535	0,537	0,056	9,501	0,000
Entrepreneurship Education -> Interest in Entrepreneurship	0,	0,461	0,049	9,445	0,000
Entrepreneurship Education -> Motivation	0,469	0,469	0,045	10,441	0,000

Source: Authors

4. Indirect Effect

Indirect effect refers to the influence of an independent variable on a dependent variable through a mediating variable. In the SEM-PLS approach, indirect effects are used to examine the mediating

role within the model and are evaluated using bootstrapping procedures. A mediating effect is considered significant if the t-statistic is greater than 1.96 and the p-value is less than 0.05, indicating that the mediating variable significantly transmits the effect of the independent variable to the dependent variable.

Table 7: Indirect Effect

	Total indirect effects
Family Support -> Interest in Entrepreneurship	0,259
Entrepreneurship Education -> Interest in Entrepreneurship	0,251

Source: Authors

Motivation is proven to act as a partial mediating variable in the relationship between family support and entrepreneurship education on entrepreneurial interest. This is indicated by the significant indirect effects, where family support has a coefficient of 0.259 ($t = 6.796$; $p = 0.000$) and entrepreneurship education has a coefficient of 0.251 ($t = 7.184$; $p = 0.000$), while their direct effects remain significant. These findings suggest that external factors not only influence entrepreneurial interest directly but are more effective when operating through the enhancement of motivation as a key internal factor.

5. Effect Size (f^2)

Effect size (f^2) is used to evaluate the magnitude of the impact of an exogenous variable on an endogenous variable in the structural model. It indicates how much a specific predictor contributes to the R-square value of the dependent variable. According to common guidelines, f^2 values of 0.02, 0.15, and 0.35 represent small, medium, and large effects, respectively. This measure helps to determine the relative importance of each variable in explaining the model.

Table 8 Effect Size (f^2)

	f-square
Family Support -> Interest in Entrepreneurship	0,038
Family Support -> Motivation	0,508
Motivation -> Interest in Entrepreneurship	0,312
Entrepreneurship Education -> Interest in Entrepreneurship	0,070
Entrepreneurship Education -> Motivation	0,478

Source: Authors

The results of the effect size (f^2) test indicate that the influence of family support on entrepreneurial interest is small ($f^2 = 0.038$), while the effect of entrepreneurship education on entrepreneurial interest is also categorized as small ($f^2 = 0.070$). In contrast, the effect of motivation on entrepreneurial interest is at a medium level ($f^2 = 0.312$), indicating that motivation contributes more substantially to explaining entrepreneurial interest. Furthermore, family support and entrepreneurship education exhibit large effects on motivation, with f^2 values of 0.508 and 0.478, respectively. These findings highlight that motivation serves as a key variable in strengthening the influence of external factors on entrepreneurial interest.

6. Predictive Relevance (Q^2)

Predictive relevance (Q^2) is used to assess the predictive capability of the structural model by evaluating how well the observed values are reconstructed. This measure is obtained through the blindfolding procedure in SEM-PLS. A Q^2 value greater than zero indicates that the model has predictive relevance, meaning it is capable of accurately predicting the endogenous constructs in the model.

Table 9 Predictive Relevance (Q^2)

	Q^2_{predict}	RMSE	MAE
Motivation	0,565	0,666	0,534
Interest in Entrepreneurship	0,475	0,731	0,577

Source: Authors

The results of the Q^2_{predict} test indicate that the motivation variable has a Q^2 value of 0.565, while entrepreneurial interest has a Q^2 value of 0.475, both of which are greater than zero. This suggests that the model has good predictive capability for both variables. In addition, the RMSE and MAE values for each variable are relatively low, with RMSE = 0.666 and MAE = 0.534 for motivation, and RMSE = 0.731 and MAE = 0.577 for entrepreneurial interest. These findings indicate that the model has an acceptable level of prediction error, and therefore, it demonstrates good predictive relevance.

DISCUSSIONS

The Effect of Family Support on Entrepreneurial Interest (H1)

The results indicate that family support has a positive and significant effect on entrepreneurial interest, with a coefficient value of 0.156, a t-statistic of 2.788, and a p-value of 0.005. Although statistically significant, the magnitude of the effect is relatively low, suggesting that family support is not the primary factor in directly shaping entrepreneurial interest. The family represents the first social environment that shapes individuals' attitudes, values, and career orientations, including entrepreneurship. Family support in the form of motivation, moral encouragement, and resource provision can enhance individuals' confidence to engage in entrepreneurship. However, in this study, its influence is relatively limited because entrepreneurial interest is more strongly driven by internal factors such as motivation. These findings are supported by (Dian Indra Maulida, 2023), who found that family support significantly influences entrepreneurial interest, although it is not always the dominant factor. Similarly, (Fauziah et al., 2023) reported that family support contributes to increasing entrepreneurial interest, but its effect becomes stronger when combined with psychological factors such as self-efficacy or motivation.

The Effect of Entrepreneurship Education on Entrepreneurial Interest (H2)

The findings show that entrepreneurship education has a positive and significant effect on entrepreneurial interest ($\beta = 0.209$; $t = 3.865$; $p = 0.000$). This effect is stronger than that of family support, indicating that entrepreneurship education plays a more substantial direct role. Entrepreneurship education serves as a means of developing knowledge, skills, and an entrepreneurial mindset. It enhances individuals' readiness to face business risks and identify opportunities. This finding is supported (Mauludiani et al., 2025), who demonstrated that entrepreneurship learning directly increases individuals' interest in entrepreneurship through improved understanding and experiential learning.

The Effect of Family Support on Motivation (H3)

The results indicate that family support has a positive and significant effect on motivation ($\beta = 0.483$; $t = 10.808$; $p = 0.000$). This value is considered strong, indicating that family plays a substantial role in shaping individuals' internal drive. Family support enhances self-confidence, courage, and readiness in making entrepreneurial decisions. A supportive family environment strengthens individuals' psychological drive. This finding is consistent with (Yogas & Hidayah, 2024), who found that family support significantly affects motivation and entrepreneurial intention. Similarly, (Utari & Sukidjo, 2020) showed that the family environment increases entrepreneurial interest through psychological variables such as motivation or self-efficacy.

The Effect of Entrepreneurship Education on Motivation (H4)

The results reveal that entrepreneurship education has a positive and significant effect on motivation ($\beta = 0.469$; $t = 10.441$; $p = 0.000$). This suggests that education not only provides knowledge but also shapes individuals' internal drive toward entrepreneurship. Through learning experiences, individuals become more confident and motivated to start a business. This finding is supported by (Nuswantoro, 2025), which indicates that entrepreneurship education enhances individuals' experience and readiness, thereby increasing entrepreneurial motivation. In addition, (Yogas & Hidayah, 2024) found that education significantly influences motivation and entrepreneurial intention.

The Effect of Motivation on Entrepreneurial Interest (H5)

The results show that motivation has a positive and significant effect on entrepreneurial interest ($\beta = 0.535$; $t = 9.501$; $p = 0.000$), and it represents the most dominant influence in the model. Theoretically, motivation is the primary internal factor that drives individuals to act. The higher the motivation, the stronger the individual's intention to engage in entrepreneurship. This finding is consistent with (Yogas & Hidayah, 2024), who reported that motivation has a strong influence on entrepreneurial intention. Likewise, (Utari & Sukidjo, 2020) confirmed that psychological factors are the main determinants in shaping entrepreneurial interest.

The Effect of Family Support on Entrepreneurial Interest through Motivation (H6)

The results indicate that the indirect effect of family support on entrepreneurial interest through motivation has a coefficient value of 0.259, a t-statistic of 6.796, and a p-value of 0.000, indicating statistical significance. The direct effect of family support on entrepreneurial interest is also significant ($\beta = 0.156$; $p = 0.005$), suggesting that motivation acts as a partial mediating variable.

This finding implies that family support influences entrepreneurial interest not only directly but also indirectly through increased motivation. The higher the level of family support, whether emotional, moral, or material, the greater the individual's motivation, which ultimately enhances entrepreneurial interest. This result is in line with (Utari & Sukidjo, 2020), who found that the family environment affects entrepreneurial interest through psychological variables such as motivation and self-efficacy. Similarly, (Yogas & Hidayah, 2024) demonstrated that family support enhances motivation, which subsequently increases entrepreneurial interest.

The Effect of Entrepreneurship Education on Entrepreneurial Interest through Motivation (H7)

The results show that the indirect effect of entrepreneurship education on entrepreneurial interest through motivation has a coefficient value of 0.251, a t-statistic of 7.184, and a p-value of 0.000, indicating statistical significance. The direct effect is also significant ($\beta = 0.209$; $p = 0.000$), indicating that motivation functions as a partial mediator.

This finding suggests that entrepreneurship education not only directly increases entrepreneurial interest but also strengthens individuals' motivation, which serves as a key internal factor in shaping such interest. Learning processes involving knowledge, skills, and practical experience enhance individuals' drive to engage in entrepreneurship. This result is consistent with (Nuswantoro, 2025), which found that entrepreneurship education influences entrepreneurial interest through increased motivation.

CONCLUSION

This study signifies that all variables have a positive and significant effect on entrepreneurial interest. Family support and entrepreneurship education are proven to influence entrepreneurial interest both directly and indirectly. However, the direct effects of these variables are relatively small, indicating that their roles are more effective when mediated through motivation. Motivation is found to have a positive and significant effect on entrepreneurial interest, with the highest coefficient value of 0.535, indicating that it is the most dominant factor in this study. In addition, motivation also acts as a partial mediating variable in the relationship between family support and entrepreneurship education on entrepreneurial interest, with indirect effects of 0.259 and 0.251, respectively, both of which are statistically significant.

Guided by the findings, we concluded that entrepreneurial interest is not only influenced by external factors such as family support and entrepreneurship education, but is more strongly determined by internal factors, namely motivation. External factors play a role in shaping and strengthening individual motivation, which subsequently becomes the main determinant in increasing entrepreneurial interest. These findings suggest that efforts to enhance entrepreneurial interest should focus on strengthening motivation as a key psychological factor, while still considering the role of family support and entrepreneurship education as supporting factors.

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