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The Influence of Entrepreneurship Education and Family Environment on Students' Interest in Entrepreneurship

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ABSTRACT

This study aimed to determine the influence of entrepreneurship education and family environment on the entrepreneurial motivation of students; the influence of entrepreneurship education, family environment, and entrepreneurial motivation on the students' interest; and the influence of entrepreneurship education and family environment on entrepreneurial interest in entrepreneurial motivation mediation. This quantitative research type uses descriptive analysis methods and inferential statistics, namely Structural Equation Modeling (SEM). The population in this study was class XI students at a state Madrasah Aliyah in Makassar City. The researcher used stratified random sampling using the Slovin formulation to determine 100 social studies students as the sample. The data analysis carried out was path analysis which was processed using the SmartPLS program. The results of this study found that: 1) entrepreneurship education directly affects motivation; 2) family environment directly influences entrepreneurial motivation; 3) entrepreneurship education directly affects the interest in entrepreneurship; 3) entrepreneurship education directly affects the interest in entrepreneurship; 4) entrepreneurial motivation directly affects the interest in entrepreneurship; 5) entrepreneurship education affects an interest in entrepreneurship through the mediation of entrepreneurial motivation; 6) the family environment influences the interest in entrepreneurship through the mediation of entrepreneurial motivation.

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1. INTRODUCTION

Education in the academic realm will eventually produce future generations with characteristics such as a lack of life skills and robots. It is unsurprising that the number of educated unemployed is rising despite stagnant employment growth. Education's inability to equip students with life skills contributes to the increased unemployment rate among the educated.

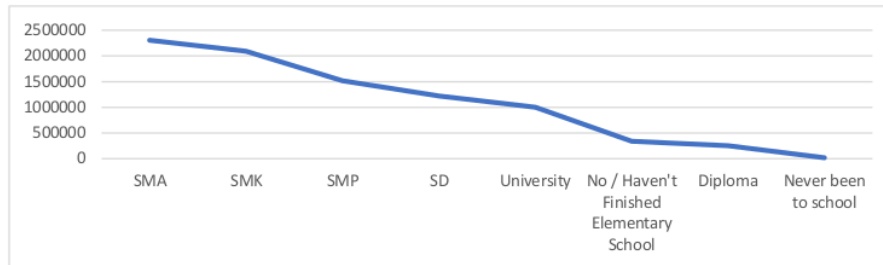


Figure 1. Open Unemployment by Education

The Central Statistics Agency (BPS) recorded that the number of open unemployment in Indonesia reached 8,746,008 people in February 2021. The majority of unemployed Open Indonesia is a Senior High School (SLTA), or Public High School (SMU) graduates. The number reached 2,305,093 people as of February 2021. Meanwhile, Vocational High School or Vocational High School (SMK) followed with 2,089,137 unemployed (Wardani & Nugraha, 2021).

Therefore, one of the efforts to overcome these problems is to develop an entrepreneurial spirit. There have been many efforts to build entrepreneurship nationally, both by government agencies under Presidential Instruction No. 4 of 1995 and by organizations that grew out of the community, including formal and non-formal educational institutions (Darajat & Sumiyati, 2015). Various efforts and strategies are coordinated to increase the community's role and create a supportive atmosphere to continue developing Indonesian human resources' spirit, attitude, behaviour, and entrepreneurial abilities. One of the ways taken by formal education at the high school or madrasah aliyah level is to present the entrepreneurship material in entrepreneurship education subjects.

A state Madrasah Aliyah in Makassar City, held the demands of the 2013 curriculum, which entrepreneurship or entrepreneurship is one of the subjects taught in the Social Sciences major, namely as entrepreneurship and craft subjects. At first, this entrepreneurship subject was included in the economics material. Entrepreneurship subject has many critical roles in the economy. With this entrepreneurship subject, students can develop their skills in opening a business in several ways, Such as production, product marketing, business governance, and product innovation. In addition, the provision of these subjects can foster entrepreneurial spirit and knowledge from an early age. Therefore, this is an excellent step in preparing young entrepreneurs in Indonesia so that entrepreneurship subjects in schools or madrasas are expected to foster student interest in running a business. Such as production, product marketing, business governance, and product innovation.

Many factors encourage people to become entrepreneurs, including knowledge about entrepreneurship. This factor is related to education because there are subjects discussing entrepreneurship at the high school level. Someone who has received entrepreneurship education will have entrepreneurship knowledge, so understanding this knowledge will affect interest in entrepreneurship (Oktarina et al., 2019). Education can make the nation's children creative and innovative, which is very much needed in entrepreneurship. Entrepreneurship education is one of the government programs, especially the Ministry of Education and Culture, which aims to build and develop people who are creative, innovative, sporty, and entrepreneurial (Rusdiana, 2018). Entrepreneurship education in schools must continue to be improved. Apart from increasing knowledge, entrepreneurship subjects can also be subjects that can provide skills for students to hone

creativity in the form of art and technology. In addition, providing skills students possess is expected to foster student interest in entrepreneurship.

Based on the observations that were conducted on March 7, 2022, the entrepreneurship education of class XI students of a state Madrasah Aliyah in Makassar City is only limited to the subjects of Creative Products and Entrepreneurship, which they get from entrepreneurship teachers. As a result, students feel lacking in applying their knowledge to entrepreneurial practice activities. Efforts to develop knowledge depend on mindfulness, and even mindfulness can and should be practised. The reward for paying attention is your growing interest. This study is in line with previous research on the variable of entrepreneurship education conducted by Sari (2018), and Santoso (2021) showed that entrepreneurship education positively affected interest in entrepreneurship. However, this study is different from the research conducted by Munawar (2019) and Yanti (2019), which found that entrepreneurship education did not affect interest in entrepreneurship. Based on this study, there are differences in research results between one researcher and another. Therefore, researchers were interested in examining whether entrepreneurship education affects interest in entrepreneurship. The difference between this research from previous research is that it lies in the number of variables studied. In contrast, previous research only examined entrepreneurship education as an independent variable, while in this study, there were two independent variables, namely entrepreneurship education and family environment on business interest. In addition, the study's location is also different, where this study is in a state Madrasah Aliyah in Makassar City.

The family environment is essential in generating students' interest in entrepreneurship. Entrepreneurship education can be learned from an early age in the family environment. The role of the family is also vital in fostering an interest in entrepreneurship for students. Students' interest in entrepreneurship can be seen from the characteristics of an entrepreneur, namely, students' self-confidence in entrepreneurship, interest, and the courage to take risks when they become entrepreneurs in the future (Hendro, 2011). While interest grows and develops according to the factors that influence it, these factors include factors that come from oneself and environmental factors. These environmental factors include family environmental factors, school environments, and communities (Suarjana & Wahyuni, 2017).

A person's immediate social group has the most influence on his or her personality, and this includes the person's entrepreneurial personality (Widhiastuti & Dewi, 2015). Students developing an interest in entrepreneurship benefit greatly from the educational setting, including educators' encouragement. Meanwhile, there's a culture in the neighbourhood that encourages and helps new business owners succeed (Sintya, 2019). Most homes do not encourage their children to think like business owners. This is due to many factors, including a lack of parental knowledge, such as the belief that a child's future success depends on their academic credentials, the belief that a career in government or as a team member is safer than that of an entrepreneur, a lack of an entrepreneurial role model within the family, and so on. Here, parents typically encourage their children to enter the government service, seeing it as a more secure career path than entrepreneurship (Nggandung et al., 2021). Children's actions and attitudes can be impacted by such thinking. In order to encourage students to focus on job-seeking rather than job creation.

Student interviews conducted on March 7, 2022, with members of class XI at Madrasah Aliyah revealed that few of the interviewed students were from business families. However, many families rely on their income from manual labour, farming, or government service. Melayani (2017) states that there is an influence from parents who work alone and have their businesses, which tends to have their children become entrepreneurs. More and more parents provide encouragement and influence for their children in entrepreneurship; more and more children will tend to be interested and make choices as entrepreneurs. This is in line with previous research on family environment variables conducted by Indriyani (2018), Sintya, (2019), and Wahyuningsih (2020), which showed that the family environment was able to influence individual entrepreneurial interests. However, the findings of this study differ from the research conducted by Indriyani (2019), which stated that the family environment could not influence individual entrepreneurial interests. The family environment has an important role in

fostering business interest from these students. Entrepreneurship education can take place from an early age in the family environment. This indicates that the role of the family in increasing entrepreneurship must continue to be increased. Entrepreneurial motivation is also an essential factor in increasing student interest in entrepreneurship. Motivation is a factor that encourages someone to take action (Lawasi & Triatmanto, 2017). The existence of a motivation to become an entrepreneur can encourage someone to choose a career as an entrepreneur. Everyone has different motivations; it depends on what motivates the individual to do something. People will be hesitant to be interested in becoming entrepreneurs if they have a strong motivation that drives their actions to become entrepreneurs.

The study results follow previous research by Trihudiatmanto (2018), and Darmawan (2019) found that motivation positively and significantly affects an interest in entrepreneurship. Business motivation owned by business actors gives a sense of responsibility to develop their business in various aspects. In addition, research conducted by Munawar (2018) also shows that entrepreneurial motivation affects entrepreneurial interest. This research is in line with a study by Jailani (2017) that motivation affects an interest in entrepreneurship. However, other research by Hendrawan (2017) research shows that reasons do not affect interest in entrepreneurship. In addition, Hadyastiti (2020) also states that motivation has no significant effect on interest in entrepreneurship. Inspiration alone is needed to encourage someone to become an entrepreneur or entrepreneur. If concrete actions do not support it, make it happen. The most important thing is to get to know someone's character and learn more about their business.

2. METHODS

This was a quantitative study that used descriptive analysis and inferential statistics like Structural Equation Modeling (SEM) with Partial Least Square (PLS) and Microsoft Excel software. In this study, the people who took part were students in class XI at a state Madrasah Aliyah in Makassar City. Taking a sample with a 10% error rate using the Slovin formula and a stratified random sample (proportional random sampling), the sample size is 100 Social Sciences students. From March to April 2022, one month, this research was done. This study used both first-hand and second-hand sources. Primary data came from the questionnaires that were given to each respondent, and secondary data came from the results of other studies. The Likert scale is used to measure how people feel, what they think, and how they see social events. The scale is Strongly Agree (SS) with a score of 4, Agree (S) with a score of 3, Disagree (ST) with a score of 2, and Strongly Disagree (STS) with a score of 1. (1). Path analysis was used to look at the data, and the Smart PLS programme was used to process the results.

The researcher compiled the operational definition of the variables to help modify the questionnaire to make it easier for respondents to answer the questions. The operational definition of variables is compiled from the variables forming indicators formed from previous research. This study consists of three types of variables, namely, independent variables, intermediate variables, and dependent variables. In addition, the following indicators are used in this research:

Table 1. Variables/Item Measurement

Variable	Code	Item / Construct	Major Reference
Entrepreneurial Education (X1)	EE1	Curriculum	(Kusmulyono, 2017)
	EE2	Quality of educators	
	EE3	Facility	
The Family Environment (X2)	FE1	How parents educate	(Lutviana & Suryani, 2015)
	FE2	Relationships between family members	
	FE3	Home atmosphere	
	FE4	Family economic situation	

Motivation Entrepreneurial (Z)	ME1	Rasa percaya diri	(Fajrillah et al., 2020)
	ME2	Innovative	
	ME3	Have a leadership spirit	
	ME4	Effective and efficiency	
	ME5	Future oriented	
Entrepreneurial Interest (Y)	EI1	Feeling happy	(Efendi et al., 2018)
	EI2	Student Interest	
	EI3	Student Attention	
	EI4	Student Engagement	

The measurement model shows how the observed or manifest variable stands in for the latent variable that needs to be measured (Ghozali & Ratmono, 2017). Validity and reliability tests comprise the set of tests in the measurement or outer model. Testing how well an instrument is made to measure a study's value works is part of measuring its validity. The better the instrument is at answering the research question, the more it is worth. The loading factor value for each construct indicator and the Average Variance Extracted (AVE) value shows the validity test for the SmartPLS 3.0 programme. The loading factor must be greater than 0.70, and the Average Variance Extracted (AVE) must have an expected value of more than 0.5 in order to be valid (Ghozali & Ratmono, 2017).

The reliability test in PLS uses two methods, namely Cronbach's alpha and composite reliability. Cronbach's alpha measures the lower limit of the reliability value of a construct, while composite reliability measures the actual value of the reliability of a construct. However, composite reliability is considered better in estimating the internal consistency of a construct. The rule of thumb used for Composite Reliability values is greater than 0.7, and Cronbach's alpha value is greater than 0.7 (Ghozali & Ratmono, 2017).

Table 2. Validity and Reliability Test Results

Variable	Instrumen	composite reliability	Cronbach Alpha	Loading Factor	Average Variance Extracted (AVE)	Result
Entrepreneurial Education (X1)	EE.1	0,842	0,818	0,866	0,734	Valid and reliable
	EE.2	0,915		0,891		Valid and reliable
	EE.3	0,810		0,872		Valid dan reliable
The Family Environment (X2)	FE.1	0,843	0,830	0,865	0,763	Valid and reliable
	FE.2	0,838		0,892		Valid dan reliable
	FE.3	0,814		0,821		Valid dan reliable
	FE.4	0,758		0,888		Valid and reliable
Motivation Entrepreneurial (Z)	ME.1	0,875	0,863	0,881	0,746	Valid and reliable
	ME.2	0,833		0,872		Valid and reliable
	ME.3	0,782		0,877		Valid and reliable

	ME.4	0,755	0,851		Valid and reliable
	ME.5	0,768	0,801		Valid and reliable
	EL.1	0,917	0,833		Valid and reliable
Entrepreneurial Interest (Y)	EL.2	0,923	0,901	0,921	Valid and reliable
	EL.3	0,937	0,921	0,810	Valid and reliable
	EL.4	0,819	0,912		Valid and reliable

Source: PLS 3.0 Test Results processed data (2022)

Table 3 shows the validity test results for the three research variables used in testing the hypothesis: entrepreneurship education, family environment, motivation, and interest in entrepreneurship; then, we can conclude that all research variables are valid. The reason is that the Partial Least Square (PLS) criteria are visible. Indicators loading above 0.65 and average variance extracted exceeds 0.5. Then, the reliability instrument used in this study was tested using Cronbach's Alpha and Composite Reliability. The basic construct used is said to be reliable if the Cronbach alpha and Composite Reliability are above 0.70. Thus, the entire questionnaire instrument in this study is valid and reliable (trustworthy) because it has met the minimum requirements (Ghozali & Ratmono, 2017).

The hypothesis is a quick answer to a problem faced and will be tested for truth with more complete supporting data. The following is the hypothesis in this research:

1. Entrepreneurship education directly has a positive and significant effect on entrepreneurial motivation.
2. The family environment has a positive and significant effect on entrepreneurial motivation.
3. Entrepreneurship education has a positive and significant effect on interest in entrepreneurship.
4. The family environment has a positive and significant effect on entrepreneurial interest.
5. Entrepreneurial motivation has a positive and significant effect on entrepreneurial interest.
6. Entrepreneurship Education has a positive and significant effect on Entrepreneurial Interest in mediating Entrepreneurial Motivation.
7. Family environment has a positive and significant effect on Entrepreneurial Interest in mediating Entrepreneurial Motivation.

3. FINDINGS AND DISCUSSION

Research into the type of quantitative research. Quantitative research is a research method based on the philosophy of positivism carried out on a specific representative population or sample. Data collection uses research instruments and quantitative/statistical data analysis to test the established hypothesis. This study also includes associative research because it aims to connect 3 (three) variables, namely Entrepreneurial Education (X1), Family Environment (X2), Entrepreneurial Motivation (Z), and Entrepreneurial Interest (Y).

Data analysis in this study was carried out using the Structural Equation Model (SEM). The test was carried out by using the Smart PLS program. Figure 2 below presents the results of the testing model using PLS:

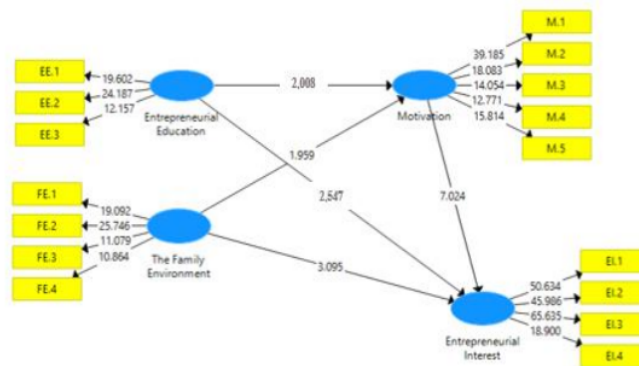


Figure 2. SEM Model Test Using smart PLS
Source: PLS 3.0 Test Results processed data (2022)

Testing the structural model (inner model) by looking at the path coefficients, which show the parameter coefficients, and the statistical significance value of t can be seen in table 4 :

Table 3. Hypothesis testing and path coefficient values of direct, indirect, and total influence

Correlation between Variables	B	t-Statistic	p-Values	Information
Entrepreneurial Education on motivation Entrepreneurial	0,187	2,008	0,044	Positive and Significant
The family environment on Motivation Entrepreneurial	0,326	1,959	0,050	Positive and Significant
Entrepreneurial Education on the interest in entrepreneurship	0,235	2,547	0,015	Positive and Significant
The family environment on the interest in entrepreneurship	0,304	3,095	0,002	Positive and Significant
Motivation Entrepreneurial on the interest in entrepreneurship	0,530	7,024	0,000	Positive and Significant
Entrepreneurial education on the interest in entrepreneurship with Motivation Entrepreneurial is able to mediate	0,217	2,210	0,031	Positive and Significant
The family environment on the interest in entrepreneurship with Motivation Entrepreneurial is able to mediate	0,173	1,998	0,046	Positive and Significant

Source: PLS 3.0 Test Results processed data (2022)

Hypothesis testing and the value of the path coefficients of direct and indirect influence show five direct relationship models and two indirect relationship models produced.:

1. Entrepreneurship education directly has a positive and significant effect on entrepreneurial motivation. It was concluded that the p -value = $0.044 < 0.05$, and the effect coefficient was positive. Thus, the first hypothesis was accepted, which states that entrepreneurship education has a positive and significant effect on entrepreneurial motivation, was accepted.

2. The family environment has a positive and significant effect on entrepreneurial motivation. It was concluded that the $p\text{-value} = 0.050 < 0.05$, and the effect coefficient was positive. Thus, the second hypothesis, which states that the family environment has a positive and significant effect on entrepreneurial motivation, was accepted
3. Entrepreneurship education has a positive and significant effect on interest in entrepreneurship. It was concluded that the $p\text{-value} = 0.015 < 0.05$, and the effect coefficient was positive. Thus, the third hypothesis, which states that entrepreneurship education has a positive and significant effect on interest in entrepreneurship, was accepted.
4. The family environment positively and significantly affects the interest in entrepreneurship. It was concluded that the $p\text{-value} = 0.002 < 0.05$, and the effect coefficient was positive. Thus, the fourth hypothesis, which states that the family environment has a positive and significant effect on interest in entrepreneurship, was accepted
5. Entrepreneurial motivation has a positive and significant effect on interest in entrepreneurship. It was concluded that the $p\text{-value} = 0.000 < 0.05$, and the effect coefficient was positive. Thus, the fifth hypothesis was accepted, which states that entrepreneurial motivation has a positive and significant effect on the performance of interest in entrepreneurship, was accepted.
6. Entrepreneurship education has a positive and significant effect on entrepreneurial interest in mediating entrepreneurial motivation. Therefore, we can conclude that $p\text{-value} = 0.031 < 0.05$, and the effect coefficient is positive. Thus, the sixth hypothesis, which states that entrepreneurship education has a positive and significant effect on entrepreneurial interest in mediating entrepreneurial motivation, was accepted.
7. Family environment has a positive and significant effect on entrepreneurial interest in mediating entrepreneurial motivation. Therefore, we can conclude that $p\text{-value} = 0.046 < 0.05$, and the effect coefficient is positive. Thus, the seventh hypothesis was accepted, which states that the family environment has a positive and significant effect on entrepreneurial interest in mediating entrepreneurial motivation, was accepted.

First, how teaching entrepreneurship affects students' desire to start their own businesses, based on the original sample value of 0.187, this study concludes that entrepreneurship education has a positive and statistically significant effect on entrepreneurial motivation. This demonstrates that a person who has been exposed to entrepreneurship education will be eager to try it out for themselves. This study's findings corroborate those of Firdaus & Hasanah, (2018) and Wulandari & Winarso (2019). The findings indicate that there is a link between a person's level of entrepreneurship education and their level of entrepreneurship motivation. Similar findings were found in a study done by Febriany, (2014). The study found that the subjects' levels of entrepreneurial motivation were significantly affected by the content of their entrepreneurship training courses. A person can be inspired to pursue entrepreneurship if they are taught the values of entrepreneurship, which in turn create an entrepreneurial frame of mind. The drive to start a business will grow if more people have access to high-quality entrepreneurship training. This study's findings are consistent with those of Helena & Supriyadi, (2019), who believe that teachers play a key role in inspiring students to take the leap into entrepreneurship by teaching them relevant and engaging lessons on the subject. Therefore, the nature and understanding of the content students acquire in the learning process, as well as the implementation of innovative and creative entrepreneurship learning, influences entrepreneurial motivation.

Second, how one's upbringing might foster or dampen an entrepreneurial spirit. Based on the original sample value of 0.326, this study concludes that family environment has a favourable and significant effect on entrepreneurial motivation. Based on these findings, it's clear that family plays a crucial part in inspiring and supporting an individual's decision to pursue entrepreneurship. The findings of this study are consistent with those of Purbiyanto and Rustiana (2018) and (Muhsin & Rozi, 2019), who found that family dynamics have a role in shaping a person's propensity to pursue entrepreneurship. These findings are corroborated by a study by Amadea & Riana, (2020), which found

that the home setting has a substantial impact on the inclination to start a business. A person's desire to start their own business increases in proportion to the amount of encouragement they receive from their loved ones. The family unit is a significant factor in a person's life, both in terms of shaping their behaviour and providing opportunities for personal development.

Thirdly, how teaching entrepreneurship affects students' desire to start businesses. With an original sample value of 0.235 pointing in the positive direction, this study found that entrepreneurship education had a positive and substantial effect on interest in entrepreneurship. Nengseh & Kurniawan, (2021) studies corroborate these findings. Entrepreneurship has an enormous impact on entrepreneurial enthusiasm, according to the study's findings. Furthermore, this study's findings are consistent with those of Putri (2017). The findings of this study demonstrate that exposure to entrepreneurship education can considerably impact a person's desire to start their own business. As a result, if you want to pique someone's interest in entrepreneurship and boost their likelihood of success, you should teach them the values of entrepreneurs. Indriyani and Subowo (2019) corroborate this finding by arguing that an entrepreneur's skill set may be deduced from their familiarity with the literature on entrepreneurship, their understanding of the industry they plan to enter, and their grasp of management theory and practice. In order to encourage students to pursue entrepreneurship as a profession, entrepreneurship education can help mould their perspectives, values, and actions into those of genuine business owners. In addition, if students are exposed to and taught entrepreneurial theory, entrepreneurial practice, and its application, this information will serve them well in the future if they decide to start their businesses (Susilowati & Wangi, 2017).

The fourth factor is the impact of background on a person's desire to start a business. The initial sample value for the family environment was 0.304, indicating a positive and statistically significant effect on entrepreneurial interest. This research lends credence to Yusuf's (2019) finding that environmental factors have a substantial impact on a person's propensity to be an entrepreneur. In addition, the findings of this study corroborate those of Agusmiati & Wahyudin, (2019), who found that the dynamics of one's family have a substantial impact on their propensity to pursue entrepreneurship. Children can benefit from the encouragement of their families to start their businesses. Therefore, children's interest in entrepreneurship can be encouraged by the support and role of their families. If members of the family encourage one another to pursue entrepreneurial opportunities, that individual will likely develop an interest in doing so. Children of entrepreneurs will be more likely to share their parents' work ethic and enthusiasm for starting their own businesses when they grow up. As an added bonus, having parents who are also entrepreneurs in the same sector can spark an interest in starting a business among their offspring.

Fifth, the influence of entrepreneurial motivation on interest in entrepreneurship. This study found that the family environment had a positive and significant effect on entrepreneurial interest, with the original sample value of 0.304 in a positive direction. This means that high motivation will encourage a person's interest in entrepreneurship. The results of this study are supported by the opinion of Santoni (2018), stating that motivation is a very influential factor in determining what he wants and his efforts to realize his wishes. This study's results support Munawar & Supriatna (Munawar & Supriatna, 2018), showing that motivation affects an interest in entrepreneurship. This result is supported by research by Ariyanti (2018), concluding that motivation affects an interest in entrepreneurship. A person who wants to start a business needs motivation from within and without. Motivation is fundamental in entrepreneurship because it can determine the success or failure of a person in entrepreneurship. The opinion of Kurniawan (2016) is that in entrepreneurship, the role of motivation, especially motivation to succeed, is vital. Someone with solid entrepreneurial motivation will positively impact the growth of interest in entrepreneurship. So that the greater the motivation for entrepreneurship in a person, the higher the interest in entrepreneurship.

Sixth, the mediating role of a student's interest in and exposure to entrepreneurship education. According to the original sample value of 0.217, which indicates a positive trend, this study indicated that entrepreneurship education has a positive and substantial effect on interest in entrepreneurship, which is mediated by entrepreneurial motivation. This is in line with the view of Jailani (2017), who

argues that a person's level of interest in entrepreneurship is mostly determined by their amount of entrepreneurial motivation. The findings of this study are consistent with those of (Mentang et al., 2022), who found that interest in entrepreneurship was influenced by both entrepreneurial expertise and motivation. The findings of Lubis, (2018) study corroborate this finding, demonstrating that entrepreneurship education substantially impacts entrepreneurial motivation. In addition, Nurikasari (2016) reflects the importance of entrepreneurship in driving personal interest and motivation. Students will be more interested in and motivated toward entrepreneurship as a career path as a result of the entrepreneurial education they receive in school. An individual's level of interest in entrepreneurship should mirror their level of motivation to become an entrepreneur. The desire to start a business is essential, but without the right inspiration, no one will take the plunge.

Seventh, the mediating role of family background in inspiring enthusiasm for starting a business. The original sample value of 0.173 indicates a positive and statistically significant effect of family environment on interest in entrepreneurship, which is mediated by entrepreneurial motivation. Therefore, pupils will find more inspiration and enthusiasm for entrepreneurship in a home setting. The findings of this investigation are consistent with those of Agusmiati & Wahyudin, (2019), Muhsin & Rozi, (2019). According to the results, a student's level of interest in starting their own business increases as the quality of their family life does. Furthermore, one's family plays a role in shaping an individual's desire to get into business for themselves. One's motivation to take action or make a choice is proportional to the degree to which one's family's worldview has an impact on their own. The propensity to start a business rises in direct proportion to the degree to which a family values independence and initiative.

4. CONCLUSION

The results of hypothesis testing indicate that the seven hypotheses can be accepted so that the initial assumptions about the relationship between the variables tested are corrected. Therefore, the conclusion drawn from this study is that entrepreneurship education and family environment directly affect entrepreneurial motivation. Entrepreneurship education, family environment, and entrepreneurial motivation affect interest in entrepreneurship. Entrepreneurship Education affects Entrepreneurial Interest in Mediating Entrepreneurial Motivation. Family environment has a positive and significant impact on Entrepreneurial Interest in Mediating Entrepreneurial Motivation. and entrepreneurial motivation of 61.2%, so further research can add other variables such as entrepreneurship skills, personality, and subjective norms. Family, community, and school environments contribute to increasing students' courage to take risks in entrepreneurship to increase interest in entrepreneurship. Future researchers should be able to examine other factors that influence student entrepreneurship readiness more deeply, such as entrepreneurship motivation and entrepreneurship skills.

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