

The Influence of Self-Efficacy and Family Support through Student Involvement in Teaching Practice on Teacherpreneurship

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Abstract

This study aimed to build structural modeling of teacherpreneurship spirit determinants in prospective teacher students and analyze the influence of self-efficacy and family support on the teacherpreneurship spirit of economic education students through student involvement in Lantip. This study uses the IEO Astin Model theory proposed by A.W. Astin (1984). This study used a quantitative approach with a causality design based on structural modeling and testing of variable relationships. The research methods used are descriptive statistical analysis and Partial Least Square-Structural Equation Modeling analysis. The results of this study indicate that self-efficacy and family support have a positive and significant effect on student involvement in teaching practice. Self-efficacy, family support, and student involvement in teaching practice positively and significantly affect teacherpreneurship. Self-efficacy has a positive and significant effect on the spirit of teacherpreneurship through student involvement in teaching practice, and family support has a positive and insignificant effect on the spirit of teacherpreneurship through student involvement in teaching instruction. The suggestion is for pre-teacher students to be more active in increasing their insight to improve the spirit of teacherpreneurship and become professional teachers.

Keywords

self-efficacy; family support; student involvement; teaching practice; teacherpreneurship

I. Introduction

Teacherpreneurship is a concept that combines the teaching profession with an entrepreneurial spirit. Teacherpreneurship should not be narrowly interpreted as a teacher engaging in entrepreneurial business activities. Rather, it refers to a teacher who embodies the char-

acteristics of a creative and innovative entrepreneur in the context of the teaching and learning process. According to Ibda (2020), a teacherpreneur is a teacher who excels in teaching and learning and tirelessly and selflessly educates his students to become creative and competitive in the global era. With this teacherpreneurship, creativity and innovation can emerge in teaching and improve the quality of education.

The education program at the Faculty of Economics and Business, Universitas Negeri Semarang (FEB UNNES), not only emphasizes theoretical aspects of teacher education but also allocates a significant portion of its curriculum to entrepreneurship learning. This aims to enable the internalization of entrepreneurial values in students, such as creativity, innovation, risk-taking ability, independence, and orientation to opportunities. Thus, students learn theory and apply these values within themselves. Internalizing these entrepreneurial values is expected to strengthen the spirit of student teacherpreneurship. Thus, the education program at FEB UNNES seeks to produce graduates who are not only competent in teaching but also able to become agents of change in the world of education by strengthening the spirit of teacherpreneurship so that they can be more adaptive, innovative, and able to provide a broader impact in the world of education.

The phenomenon is that economics education graduates who choose jobs outside the field of education indicate a gap between the number of graduates produced and the availability of teacher vacancies. Although they are prepared to become professional educators, data shows that more than 50% of graduates work in the banking, industrial, or other sectors. This scenario raises questions about the effectiveness of educational programs in channeling graduates to appropriate fields. However, if economics graduates have teacherpreneurship, they will be more persistent in finding or even creating job opportunities in the field of education. With creativity and innovation, they can develop new learning models, open alternative educational institutions, or utilize technology to create educational platforms. Teacherpreneurship allows them to not only rely on existing job vacancies but also be proactive in creating solutions and making fundamental contributions to the world of education.

The theory used to study teacherpreneurship in this study is the Astin I-E-O Model developed by A.W. Astin (W. & Lising, 2020), which explains the relationship between input, environment, and outcome. Astin's theory (1999), as referenced in Yanto et al. (2011), explains that the input is inherent in students, the environment refers to their experiences during the education process, and the outcome is what they aim to develop through this process. In this context, input is related to self-efficacy and family support, the environment is related to student involvement in teaching practice activities, and the outcome is related to

teacherpreneurship in FEB UNNES education students. This theory emphasizes the relationship between variables, where the outcome is determined by input and environment.

Self-efficacy is an input factor defined as the belief in one's ability to successfully organize and carry out actions to achieve desired results. Teachers with high self-efficacy will influence the quality of learning experienced by students (Hurlock, 2010). Self-efficacy can affect an individual's success in doing a job by focusing their thoughts and directing the behavior needed to achieve the set targets (Aini, 2018). Therefore, high self-efficacy can influence a teacher's teacherpreneurship spirit to make earning more enjoyable. Research conducted by Adinugraha et al. (2018) shows that self-efficacy positively affects entrepreneurial spirit. Research conducted by Anand and Meftahudin (2020) shows that self-efficacy positively impacts entrepreneurial interest.

Another input that can influence teacherpreneurship is family support. Alma (2013) stated that the family environment can influence someone to become an entrepreneur, which can be seen from the parents' work factors; from parents who work alone and have their own business, their children tend to become entrepreneurs. Asmani (2018) illustrates teacher success through various ways, including continuous training that aligns with the talents inherited from their parents. Research conducted by Ilham (2020) shows that the family environment positively affects the development of a person's entrepreneurial spirit. Meanwhile, research conducted by Fitriani et al. (2024) shows that family support does not significantly affect entrepreneurial spirit, with a significance value of 0.603. Because there are differences in the results of previous studies and the family support variable is still worthy of being studied, the researcher intends to re-examine the family support variable on entrepreneurial spirit.

Another contributing factor to teacherpreneurship is the educational environment, particularly the involvement of teaching practice students. One such initiative is *Lantip UNNES* (UNNES Teaching Practice Program), a flagship program of Universitas Negeri Semarang that facilitates off-campus learning experiences in partner schools. Designed to immerse pre-service educators in real-world teaching contexts, Lantip offers a practical platform for the development of professional competencies (Soedjatmiko et al., 2023). Student participation is evident through a range of activities conducted during the program, including classroom and extracurricular teaching exercises aimed at shaping and enhancing their pedagogical and professional skills.

Research conducted by Wijayanti (2022) shows that *Pengenalan Lapangan Persekolahan* (PLP) activities in students positively affect their interest in becoming a teacher. In addition, research conducted by Fauzan et al. (2024) shows a positive influence

between the introduction of the school field and readiness to become a teacher. This finding is in contrast to research conducted by Pratama et al. (2015), which shows that PLP does not affect readiness to become a teacher.

Given the identified phenomena and research gaps, the researcher is interested in studying education students from the Faculty of Economics and Business who were enrolled in 2021. This study uses a theoretical model from Astin's I-E-O theory, namely input, environment, and outcome, which is developed by making teacherpreneurship an outcome by connecting several inputs, namely self-efficacy and family support, and using environmental factors, namely student involvement in teaching practice activities. This study aims to develop a structural model that identifies the determinants of the teacherpreneurship spirit among prospective teacher students and to analyze how self-efficacy and family support influence the teacherpreneurship of economic education students at UNNES, with a focus on their involvement in teaching practice activities.

II. Method

This study uses a quantitative approach. The method used in this study is causality research. The population in this study was 419 students of economic education. The analysis method used in this study is descriptive analysis and the Structural Equation Modeling (SEM) method. The SEM method is a multivariate statistical analysis method used to examine the relationship between two interrelated variables in a cause-and-effect model (Gusmiarti, 2020). This analysis is carried out on dependent and independent variables.

III. Result and Discussion

Inner Model Analysis

R-squared

Table 1. R-Square Test Results

| | R-square | R-square adjusted |
|-------------------------------|----------|-------------------|
| Teacherpreneurship | 0.527 | 0.520 |
| Student Involvement in Lantip | 0.335 | 0.329 |

Source: Research Data Processed 2025

The magnitude of the influence of the variables of self-efficacy, family support, and student involvement in teaching practice on the variable is 52.7%. In the test conducted

(Hair, Jr. et al., 2022), the R-square value on the variable is included in the moderate influence. Meanwhile, the impact of self-efficacy and family support on student involvement in teaching practice is 33.5%, which can be a moderate influence.

F Square

Table 2. F Square Test Results

| | <i>Teacherpreneurship</i> | Student Involvement in Lantip |
|-------------------------------|---------------------------|-------------------------------|
| <i>Teacherpreneurship</i> | | |
| <i>Self-Efficacy</i> | 0.290 | 0.278 |
| Family Support | 0.044 | 0.028 |
| Student Involvement in Lantip | 0.069 | |
| Average | 0.141 | |

Source: Research Data Processed 2025

(Hair, Jr. et al., 2022). F square or effect size F square represents the influence of variables at the structural level and is used to interpret effect size. We refer to an F-square value of 0.02 as the low category, 0.15 as the medium/moderate category, and 0.35 as the high category.

Output Bootstrapping Direct Effect

Table 3. Structural Model Testing via SmartPLS Bootstrapping Output

| Path Effect | Original sample (O) | T-statistics | P-values |
|----------------------------------------|---------------------|--------------|----------|
| SE → Teaching Practice | 0.489 | 7,190 | 0,000 |
| FS → Teaching Practice | 0.155 | 1,946 | 0.052 |
| SE → Teacherpreneurship | 0.477 | 6,532 | 0,000 |
| FS → Teacherpreneurship | 0.166 | 2,981 | 0.003 |
| Teaching Practice → Teacherpreneurship | 0.222 | 3,096 | 0.002 |

Source: Research Data Processed 2025

The results presented in the table above reflect the path coefficient, which is the result of the direct effect test, so it can be concluded as follows:

1. Self-efficacy has a significant effect on student involvement in teaching practice of 0.489, with a t-statistic ($7.190 > 1.972$) and p-value ($0.000 < 0.05$). Hypothesis accepted
2. Family support has a significant effect on student involvement in teaching practice of 0.155, with a t-statistic ($1.946 < 1.972$) and p-value ($0.052 > 0.05$). Hypothesis rejected

3. Self-efficacy has a significant effect on Teacherpreneurship of 0.477, with a t-statistic ($6.532 > 1.972$) and p-value ($0.000 < 0.05$). Hypothesis accepted
4. Family support has a significant effect on Teacherpreneurship of 0.166, with t statistic ($2.981 > 1.972$) and p-value ($0.003 < 0.05$). The hypothesis is accepted
5. Student involvement in teaching practice has a significant effect on Teacherpreneurship of 0.222, with t-statistic ($3.096 > 1.972$) and p-value ($0.002 < 0.05$). The hypothesis is accepted

Mediation Test

Indirect Effect

Table 4. Specific Indirect Effect via SmartPLS Bootstrapping

| Pathway | Original sample (O) | T-statistics | P-values |
|----------------------|---------------------|--------------|----------|
| SE(<i>Lantip</i>)T | 0.108 | 2,626 | 0.009 |
| FS(<i>Lantip</i>)T | 0.034 | 1,688 | 0.091 |

Source: Research Data Processed 2025

Based on the table above, it can be concluded that

- a. Indirectly, the self-efficacy variable has a significant effect on teacherpreneurship through student involvement in teaching practice (0.108) with t statistics ($2.626 > 1.972$) and p-value ($0.009 < 0.05$). The hypothesis is accepted.
- b. Indirectly, the Family Support variable has a significant effect on Teacherpreneurship through Student Involvement in Teaching Practice, indicated by a coefficient of 0.034, with t statistics of $1.688 < 1.972$ and a p-value of $0.091 > 0.05$. The hypothesis is rejected.

Upsilon V Mediation Statistical Measurement

Table 5. Upsilon V Statistical Measurement Results

| Effect | Upsilon (v) Statistic | conclusion |
|-----------------------------------------------------------|--------------------------------------|------------|
| SE -> Teaching Practice -> Teacherpreneurship | $(0.489)^2 \times (0.222)^2 = 0.011$ | Low Effect |
| Family Support -> Teaching Practice -> Teacherpreneurship | $(0.155)^2 \times (0.222)^2 = 0.001$ | Low Effect |

Source: Research Data Processed 2025

Based on the calculations above, the role of student involvement in teaching practice in mediating the indirect influence of self-efficacy and family support on teacherpreneurship at the structural level is classified as low.

Discussion

The results of this study answer the use of theory, namely the I-E-O Astin Model theory developed by A.W. Astin (W. Astin & Antonio, 2012), which explains the relationship between input, environment, and outcome. This theory emphasizes the relationship between variables, where the outcome is determined by input and environment. In this case, self-efficacy as input affects student involvement in teaching practice as an environment. So, according to these results, if self-efficacy is low, student involvement in teaching practice will be low. Moreover, vice versa, if self-efficacy is high, student involvement in teaching practice will be high. Therefore, this study's results demonstrate the validity of the I-E-O Astin Model theory.

This study's results align with research conducted by Salsabila and Kusdiyati (2021), which shows that self-efficacy positively and significantly affects student engagement. Based on findings in the field, the self-efficacy variable in the outer model can be seen through three self-efficacy indicators. The results of this study are not in line with the study conducted by Hasriana (2023), which shows that there is a positive and significant influence between family support and student engagement. However, this study is in line with the survey conducted by Sari and Rusdarti (2020), which shows that excessive family support for students by giving undue attention and treatment will trigger the emergence of negative characteristics in the personality and attitudes of students. This will certainly give rise to a spoiled attitude in students. As a result, students are less than optimal in participating in teaching practice activities. In addition, this study is supported by the theory (Ryan & Deci, 2000) regarding Self-Determination Theory, which is interpreted as a sense of belief that an individual can control themselves. Internal factors can influence the success of something done by a person and are not influenced by external factors, such as family support.

This study is in line with research conducted by Marta et al. (2023), which shows that self-efficacy has a positive and significant effect on entrepreneurial spirit. This is relevant to research conducted by Adinugraha et al. (2018), which explains that self-efficacy has a significant effect of 90% on entrepreneurship. This study's results align with research conducted by Solihayati and Saeroji (2024), which shows that the family environment has a positive and significant effect on the spirit of teacherpreneurship. Based on findings in the field, the family support variable in the outer model can be seen through four family support indicators.

This study is in line with research conducted by Arifin (2024), which explains that student involvement has a positive and significant influence on entrepreneurial spirit. Based on findings in the field, student involvement in teaching practice in the outer model shows a

loading factor value above 0.70. The indicator with the highest loading factor value of 0.818 is the question item, "Ability to build relationships with all school residents." This value means that economic education students have been able to collaborate with teachers during teaching practice activities to improve teacherpreneurship. Based on the research results, existing theories, and previous research, student involvement in teaching practice positively and significantly affects teacherpreneurship among economic education students of the 2021 intake.

This study is not in line with the study conducted by Wahyuni and Sukirman (2018), which stated that student engagement does not mediate the influence of self-efficacy on student competence. Based on findings in the field, it was found that "choosing a variety of learning methods during teaching practice" was the strongest indicator, with a loading factor of 0.850. This ability allows students to face situations and challenges in teaching practice more effectively, ultimately increasing teacherpreneurship. The teaching practice program facilitates students in developing skills relevant to teacherpreneurship, such as creativity, innovation, and leadership. Therefore, increasing self-efficacy in teaching practice activities is important in fostering teacherpreneurship among economic education students of the 2021 intake.

The findings of this study indicate that most students receive family support, which includes providing facilities during teaching practice activities as well as moral and financial assistance; however, this support does not significantly impact teacherpreneurship among the students. Other factors, such as motivation, also influence teacherpreneurship. Although family support has been met in various aspects, if students are not motivated to carry out teaching practice activities, then teacherpreneurship among students will not increase. Therefore, if family support is considered the sole factor influencing student involvement in teaching practice, it can be concluded that family support does not significantly affect teacherpreneurship through students' participation in learning activities. This means that changes in the level of family support do not directly encourage someone to have teacherpreneurship by being actively involved in teaching practice activities. Other factors, such as creativity, motivation, or friendship environments, can be important in growing students' teacherpreneurship through the Teaching Practice program.

IV. Conclusion

This study demonstrates that the developed structural modeling or conceptual model aligns with empirical conditions, indicating a relationship between input, environment, and outcome. Input and environment, in the form of self-efficacy, family support, and student

involvement in learning, can influence the outcome of teacherpreneurship. Economic Education students have a high level of self-efficacy, meaning that most students generally strongly believe in participating in teaching practice activities to increase teacherpreneurship. Their belief is evidenced by the high value of the generality indicator in the question item "selection of varied learning methods during teaching practice," indicating that students can create creative learning methods so that their self-efficacy levels will increase. Thus, students with high self-efficacy affect their participation in the teaching practice program and their teacherpreneurship.

Economics Education students, on average, have a high level of family support, meaning that most students generally have strong support in improving teacherpreneurship. This shows that a better family environment supports students in terms of physical support, emotional support, advice, and appreciation given by parents can foster teacherpreneurship in students. However, family support does not sufficiently influence student involvement in Lantip (teaching practice program); this is thought to be because many parents are not too focused on knowing about the teaching practice program and only support their children as prospective teachers, so parental support cannot directly influence student involvement in Lantip.

The involvement of economic education students in the Teaching Practice program can bridge student self-efficacy and improve teacherpreneurship among prospective teachers. Unfortunately, in this case, student involvement in teaching practice cannot bridge family support to improve student teacherpreneurship. The student-staff interaction indicator in the item "ability to build relationships with all school residents" shows that students actively collaborate with teachers and staff at the practice school. The involvement of students significantly increases student teacherpreneurship. Student involvement significantly mediates the influence of self-efficacy on teacherpreneurship because students who are actively involved in teaching practice have high self-confidence, which affects teacherpreneurship. However, student involvement cannot mediate the influence of family support on teacherpreneurship. Family support does not automatically increase active student participation in lantip, which can improve student teacherpreneurship.

V. References

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