



The Effect of Knowledge of Entrepreneurship, Family Environment, Independence on Interest in Entrepreneurship with the Income Expectations as Moderating Variables

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Abstract

Interest in entrepreneurship was an interest that shows up in person to make entrepreneurial a career choice. This study aimed to test whether there was an effect of knowledge of entrepreneurship, family environment, and independence on interest in entrepreneurship with income expectations as moderating variables in FEB students of Universitas Negeri Makassar. The population in this study was students of the Faculty of Economics and Business at Universitas Negeri Makassar class of 2018 and 2019, which amounted to 1.340 students and was collected using the cluster proportional random sampling technique that obtained 308 respondents. The data collecting technique in this study was using a questionnaire. The data analysis technique used was descriptive statistical analysis and moderated regression analysis. The results showed that the variables of knowledge on entrepreneurship and independence had a positive and significant effect on the interest in entrepreneurship; meanwhile, the variables of family environment had no significant impact on the interest in entrepreneurship. Besides that, variables of income expectations can be used to moderate the effect of knowledge of entrepreneurship on the interest in entrepreneurship. However, the income expectations had failed to negotiate the impact of family environment and independence on the interest in entrepreneurship. This study had expected to enrich the wealth of knowledge and test the Theory of Planned Behavior (TPB) related to the interest in entrepreneurship as well as the basics of policy on the educational side, especially entrepreneurship education, as the guide in the development of interest in entrepreneurship.

INTRODUCTION

The natural resources in our country have tremendous potential to become a developed country and make their societies prosperous. It was characterized by abundant natural resources in almost every area and geographically very strategic, but it was inversely proportional to human resources. One of the most significant human resources problems was employment. It became very complex as it affected people's lifestyles and led to a high crime rate due to unemployment; employment problems arose due to the high labor supply compared to demands.

Unemployment arose not because of the desire not to work but the difficulty in finding a job. Based to the Central Bureau of Statistics, Indonesia's Open Unemployment Rate reached 6.26 percent in February 2021, whereas diploma degrees and higher education or university contributed 6.61 and 6.97 percent in February 2021. Indeed, the unemployment rate at the higher education level was relatively high, and they should be the ones creating the jobs. However, in reality, they were still not independent regarding economic satisfaction.

The unemployment problem was also inextricably linked to the Province of South Sulawesi. The data from the Central Statistical Office of South Sulawesi in February 2020, the Open Unemployment Rate reached 6.07 percent, with the highest being 9.56 percent at the diploma I/II/III levels, while at the university level, it got 8.71 percent. Meanwhile, the lowest was 3.20 percent of the low-educated population. The Open Unemployment Rate in February 2020 for Diploma I/II/III rose by 2.54 percent, 7.02 percent earlier in February 2019, and at the university level in February 2019, it only reached 6.55 percent. Still, the year after, it rose to 2.16 percent in February 2020.

Entrepreneurship was the driving force behind creating new jobs. Individual interest in creating new jobs was an important asset, with entrepreneurship being fundamental in increasing a country's economic growth (Vođă & Florea, 2019). Becoming an entrepreneur requires an interest in ourselves; interest is not innate from the cradle, but

interest will arise along with frequent interactions with matters related to entrepreneurship and seeing firsthand the positive impact somebody feels in entrepreneurship (Decker et al., 2012).

Individuals' interest in entrepreneurship could arise as they often receive material related to entrepreneurship in classroom lessons, training courses, and entrepreneurship seminars (Jailani et al., 2017). Educational institutions were the relevant institutions to plan strategies to stimulate their students' entrepreneurial spirit and facilitate them to be entrepreneurial (Bird, 2019). Including entrepreneurial activities and innovations in an educational curriculum would encourage students' interest in entrepreneurship (Malele, 2019). Increasing interest in entrepreneurship and entrepreneurship was a solution to overcome unemployment for highly educated people seeking jobs (Osakede et al., 2017).

The younger generation, especially students in the Faculty of Economics and Business, should already have a lot of interest in entrepreneurship so that it becomes a facility for them when they enter the community and are already responsible for their own lives. The curriculum of the Faculty of Economics and Business of Universitas Negeri Makassar has implemented entrepreneurship-based learning. This entrepreneurship-based learning became the primary material taught to students as they were still new students in the hope that students would be encouraged to grow and develop an interest in entrepreneurship.

Interest is a feeling of being interested in or related to something or an activity without anyone asking/instructing what interest can be expressed by statements indicating that a person is more interested in another object and by participating in an activity (Ginting & Yuliawan, 2015). Indicators of interest in entrepreneurship were: self-confidence, task-oriented, results, risk appetite, leadership, originality, and future-oriented.

Knowledge of entrepreneurship is a person's ability to remember and understand how to do entrepreneurship so that ideas and opportunities have formed to become an entrepreneur and have the courage to take risks in pioneering, running, and developing businesses. Through learning about entrepreneurship in schools, teaching materials,

training on entrepreneurship, and fieldwork practices, it was hoped that students would know more about knowledge of entrepreneurship, so it was expected to stimulate interest in entrepreneurship (Jailani et al., 2017).

The indicators of entrepreneurial knowledge were: knowledge of the company to be entered or pioneered, knowledge of the existing business environment, understanding of roles and responsibilities, and knowledge of management and organization

The family is the first and most crucial medium influencing behavior in education development and students' future (Praisti & Rusdarti, 2018). The socialization process takes place in the family environment and is used as a guideline for children in determining their career paths (Sari & Rusdarti, 2020)

The family environment can influence a person to become an entrepreneur. It can be seen in the works of parents who work alone and own businesses, so their children tend to become entrepreneurs (Alma, 2013). Interest in entrepreneurship arose when the family influenced attitudes and associated all children's activities with entrepreneurship. The indicators of the family environment were: the close relationships between family members, the encouragement of the family for entrepreneurship, and the services of positive parents.

Independence in entrepreneurship has increased work (increased income) and encouraged individuals to focus on risk-taking activities in running their businesses by using existing business opportunities to create new businesses with an innovative approach (Dhaneswari, 2016).

To form an interest in entrepreneurship and be able to do entrepreneurship, what must be embedded first was independence. To promote independence in individuals, educators or teachers should not provide group work so that independent attitudes can be embedded in students and should also be embedded early (Wanto, 2014)

An Independent attitude is the desire and behavior of one who will not depend on others in their duties and responsibilities (Paulina, 2012). The indicators of independence were: emotional, behavioral, and values independence.

This study aimed to analyze and describe the effect of entrepreneurial knowledge on the interest in entrepreneurship; to analyze and describe the influence of the family environment on the interest in entrepreneurship; to analyze and describe the effect of independence on the interest of entrepreneurship; to analyze and describe the role of income expectations in moderating the impact of entrepreneurial knowledge on the interest of entrepreneurship; analyze and define the role of income expectations in negotiating the influence of the family environment on the interest of entrepreneurship, and to analyze and describe the role of income expectations in moderating the effect of independence in entrepreneurial interest.

RESEARCH METHODS

This study used a quantitative approach and a hypothesis-test research design and aimed to analyze and obtain empirical evidence of relationships between variables. The population in this study was students of the Faculty of Economics and Business Universitas Negeri Makassar class of 2018 and 2019, a total of 1,340 students, and sampling with the cluster proportional random sampling techniques using the Slovin formula obtained samples from 308 respondents. The data analysis used was descriptive statistical analysis and Moderated Regression Analysis (MRA) using the absolute difference test.

RESULTS AND DISCUSSION

The data obtained from the respondents were analyzed using descriptive statistical analysis. The variables analyzed in descriptive statistical were Interest in Entrepreneurship (IE), Knowledge of Entrepreneurship (KE), Family Environment (FE), Independence (I), and Income Expectations (IE). The results of descriptive statistics in this study were as follows:

Table 1. Results of Descriptive Analysis

	Descriptive Statistic				
	N	Min	Max	Mean	Std. Deviation
IE	308	47	70	58.91	5.076
KE	308	29	50	41.28	3.611

FE	308	10	30	25.95	2.999
I	308	22	35	29.56	2.716
IE	308	18	30	25.77	2.597
Valid N (listwise)	308				

Source: Primary Data Processed, 2022

Based on descriptive statistical tests, the variable of interest in entrepreneurship showed the highest value of 70, while the lowest value was 47. The average score of interest in entrepreneurship was 58.91 in the good category. So the entrepreneurial interest of students of the Faculty of Economics and Business, Universitas Negeri Makassar, was good.

The descriptive statistical test results of the knowledge of entrepreneurship variables showed the highest value of 50, while the lowest was 29. The mean or average score of the interest in entrepreneurship was 41.28 in the good category. So the entrepreneurial interest of students of the Faculty of Economics and Business, Universitas Negeri Makassar, was good.

The descriptive statistical test results of the family environment variable showed the highest value of 30, while the lowest was 10. The average value of the interest in entrepreneurship was 25.92 in the good category. So the family environment of students of the Faculty of Economics and Business, Universitas Negeri Makassar, was good.

The descriptive statistical test results of independence variables showed the highest value of 35, while the lowest was 22. The mean or average interest in entrepreneurship was 29.56 in the good category. So the independence of students of the Faculty of Economics and Business, Universitas Negeri Makassar, was good.

The descriptive statistical test results of income expectations variables showed the highest values of 30, while the lowest was 18. The mean or average score on the interest in entrepreneurship was 25.77 in the good category. So the income expectations of students of the Faculty of Economics and Business, Universitas Negeri Makassar, were good.

Simultaneous testing was performed to determine whether there was a joint effect between the independent variables on the dependent

variable. The results of the simultaneous test were as follows:

Table 2. Results of Simultaneous Test

Coefficients ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	3918.065	6	653.011	49.255	.000 ^b
Residual	3990.568	301	13.258		
Total	7908.633	307			

Source: Primary Data Processed, 2022

The simultaneous test results showed that the calculated F value 49.255 was statistically significant at 0.000, far below 0.05. It showed that the independent variables at the same time influence the variables of interest in entrepreneurship.

The coefficient of determination is performed to determine to what extent the regression model could explain the variation of the dependent variable (entrepreneurial interest). The results of the coefficient of determination were as follows:

Table 3. The Results of the Coefficient of Determination Simultaneously

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.704 ^a	.495	.485	3.641

Source: Primary Data Processed, 2022

It showed from the table that the amount of adjusted R² was 0.485. It means that 48.5% of the variables' interest in entrepreneurship can be explained by independent variables: knowledge of entrepreneurship, family environment, independence, and the absolute difference between entrepreneurial knowledge and income expectations; the fundamental difference between family environment and income expectations, the absolute difference between independence and income expectations, while the remaining 51.5% had explained by other factors not examined in this study.

Moderated Regression Analysis was used to determine the role of income expectations in mediating the influence of entrepreneurial knowledge, family environment, and independence on interest in entrepreneurship. The model equation with Moderated Regression Analysis used in this study was the absolute difference value test, while the results obtained were as follows:

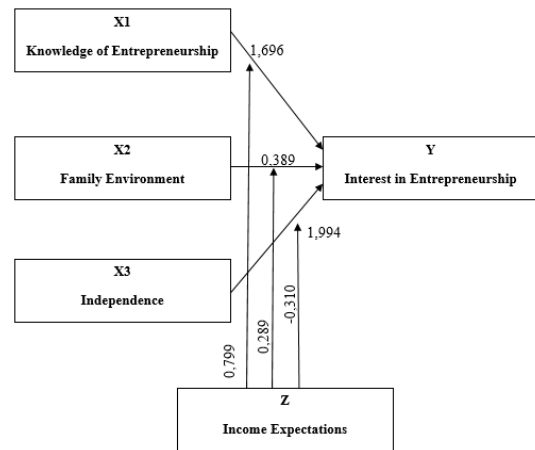
Table 4. The Results of Regression Analysis

Coefficients ^a				
Model	Unstandardized Coefficients	Standardized Coefficients	T	Sig.
	B	Std. Error	Beta	
(Constant)	58.325	.350		166. .000
Zscore: KE	1.696	.275		785 .000
Zscore: FE	.389	.246		6.17 .114
Zscore: I	1.994	.289		0 .000
AbsKE-IE	.799	.364	.334	1.58 .029
AbsFE-IE	.289	.309	.077	4 .350
AbsI-IE	-.310	.378	.393	6.90 .414
			.103	6
			.045	2.19
			-.042	7
			.936	
			-	
			.818	

Source: Primary Data Processed, 2022

Based on the results of the moderated regression analysis test, the absolute difference resulted in the following equation:

$$Y = 58,325 + 1,696 Z \text{ KE} + 0,389 Z \text{ FE} + 1,994 Z \text{ I} + 0,799 \text{ AbsKEIE} + 0,289 \text{ AbsFEIE} - \text{AbsIIE} 0,310.$$



Picture 1. Model Moderated Regression Analysis

Description:

Y = Interest in Entrepreneurship

a = Constant

Z KE = Zscore Knowledge of Entrepreneurship

Z FE = Zscore Family Environment

Z I = Zscore Independence

AbsIEIE = AbsInterestinEntrepreneurship - Income Expectations

AbsFEIE = AbsFamily Environment- Income Expectations

AbsIIE = ABS Independence - Income Expectations

The Effect of Knowledge of Entrepreneurship on the Interest in Entrepreneurship

The value of the regression coefficient of the entrepreneurial knowledge variable (X1) was 1.696, which means that if each unit increases, it will cause an increase in interest in entrepreneurship by 1.696, assuming other independent variables have a fixed value. A positive coefficient means a positive relationship between knowledge of entrepreneurship and interest in entrepreneurship. The higher the entrepreneurial knowledge, the higher the student's

interest in entrepreneurship, and vice versa. Besides that, the effect of knowledge of entrepreneurship on the interest in entrepreneurship showed a significant result of $0.000 < 0.05$, so H1 stated that knowledge of entrepreneurship had a positive and significant effect on the interest in entrepreneurship among students of the Faculty of Economics and Business, Universitas Negeri Makassar, has been accepted.

The results study above was relevant to the Theory of Planned Behavior (TPB) that entrepreneurial decisions are influenced by one internal factor, i.e., learning. The existence of the knowledge of entrepreneurship factor would be increased the students' interest in entrepreneurship. This theory was also consistent with the statement that students' interest in entrepreneurship will arise and increase along with the learning process related to entrepreneurship (Soomro & Shah, 2021). Higher education institutions are expected to optimize their role in creating entrepreneurs on campus, promoting entrepreneurship-related training so that a positive mindset is formed through entrepreneurship (Mustapha & Selvaraju, 2015). Bachelors who determine their choice of work as an entrepreneur cannot be separated from the influence of the university in providing entrepreneurial knowledge (Denanyoh et al., 2015).

The explanation of the study's results above is in line with the research by Dewi & Nawawi (2022) showed that entrepreneurial knowledge affects the entrepreneurial interests of Telkom University students. The same thing was also apparent from a study by Jaya & Harti (2021), who stated there was a significantly positive effect of entrepreneurial knowledge on interest in entrepreneurship.

Based on the explanation of the research results above, theories, and previous studies, it can be concluded that knowledge of entrepreneurship positively and significantly influences interest in entrepreneurship. For this reason, it is hoped that entrepreneurship-based learning can be further optimized throughout the campus, both inside and outside the classroom, in the form of seminars and entrepreneurship training to deepen the knowledge

of entrepreneurship so that students' interest in entrepreneurship can originate.

The Effect of Family Environment on the Interest in Entrepreneurship

The value of the regression coefficient of the family environment variable (X2) was 0.389, which means that if each unit increases, it will cause an increase in entrepreneurial interest by 0.389, in the assumption that the other independent variables have a fixed value. The positive coefficient indicates a positive relationship between the family environment and interest in entrepreneurship. The influence of the family environment on the interest in entrepreneurship showed an insignificant result of $0.114 > 0.05$, so H2 stated that the family environment has a positive and significant effect on the entrepreneurial interests of students of the Faculty of Economics and Business, Universitas Negeri Makassar.

The study's results above were in line with Sandi & Nurhayati (2020), who showed that the family environment did not significantly influence the interest in entrepreneurship. The same study was also proven by the research of Indriyani & Subowo (2019), which stated that there was partly no influence of the family environment on the interest in student entrepreneurship. However, the results of this study did not support the research by Utari & Sukidjo (2020), which showed that the family environment has a positive and significant effect on the interest in entrepreneurship.

The research results above were not in line with the Theory of Planned Behavior (TPB) that entrepreneurial decisions are influenced by one of the external factors, namely family environment. The explanation of the research results above was not in line with the statement of Luis-Rico et al. (2020) that increasing young people's interest in entrepreneurship cannot be separated from the role of the family environment. Similarly, Khairani (2013) argued that the first upbringing a child receives and the longest stems from the family environment because from birth to adulthood, they believe they remain in a family environment that provides direction and guidance.

Based on the explanation of the research results, theories, and previous research above, it can be concluded that the family environment did not significantly influence the interest in entrepreneurship. A person born in an entrepreneurial family environment has not made the child a career choice as an adult because, as a child, parents expand their children to choose jobs as they grow up, and education about entrepreneurship from an early age is not emphasized. Parents are not en masse, and their children were not introduced to or taught about the benefits of entrepreneurship. Hence, interest in entrepreneurship among individuals was difficult to manifest.

The Effect of Independence on the Interest in Entrepreneurship

The value of the regression coefficient of the independent variable (X3) was 1.994, which means that if each unit increases, it will cause an increase in entrepreneurial interest by 1.994, assuming the other independent variables have a fixed value. A positive coefficient means a positive relationship between independence and interest in entrepreneurship. The higher the independence, the greater the entrepreneurial spirit of the student, and vice versa. Moreover, the effect of independence on interest in entrepreneurship showed a significant result of $0.000 < 0.05$, so H_3 stated that independence has a positive and significant impact on interest in entrepreneurship among students of the Faculty of Economics and Business, Universitas Negeri Makassar, has been accepted.

The research results above were relevant to the Theory of Planned Behavior (TPB) that entrepreneurial decisions are influenced by one of the internal factors, namely independence. The strong desire underlying a person to become an entrepreneur was inextricably linked with the desire to be independent. The individual wanted to increase the level of income they got and also because they saw a business opportunity that was very wide open so that the innovation that was in them could be channeled through opening a new business or entrepreneurship (Dhaneswari, 2016). Independence was the first foundation to arouse an

interest in entrepreneurship. The intended independence was the ability to move independently to meet their needs and not depend on others. The desire of individuals who do not want to be dependent on others will further enhance their entrepreneurial motivation and thus strengthen their decision to become entrepreneurs (Ketaren & Wijayanto, 2021).

The study's results above were in line with the research of Darmayanti et al. (2014), which showed a positive and significant relationship between independence and interest in entrepreneurship. The results of this research are reinforced by Wanto (2014), which showed that independence has a positive and significant effect on interest in entrepreneurship. The greater the influence of independence students have, the more students' interest in entrepreneurship will increase.

Based on the explanation of the research results, theories, and previous research above, it can be concluded that independence positively and significantly influences interest in entrepreneurship. Someone who has decided not to depend financially on others for their needs and wants to earn their income will encourage to become an entrepreneur by optimizing the business opportunities obtained. The independence that exists in students will be beneficial to the growing interest in entrepreneurship. Entrepreneurship allows a student to make their time more efficient and flexible than an employee, where an employee will be tied to working time; with this interest, plans and strategies will emerge what will be done for entrepreneurship by adapting academic activities.

Income Expectations to Moderate the Effect of Entrepreneurial Knowledge on the Interest in Entrepreneurship

The value of the regression coefficient of the variable entrepreneurial knowledge, moderated by the variable income expectation, was 0.799, which means that if entrepreneurial knowledge and income expectations increase by one unit, the interest in entrepreneurship will increase by 0.799 units. The positive coefficient indicates a relationship between entrepreneurial knowledge and income expectations when strengthening the influence of entrepreneurial knowledge on the

interest in entrepreneurship or positively influencing entrepreneurial interest. The higher entrepreneurial knowledge will be able to increase the interest in entrepreneurship if high-income expectations accompany it.

The Moderated Regression Analysis (MRA) showed that the income expectancy variable had been significantly proven at the level of $0.029 < 0.05$ as a moderating variable to the effect of entrepreneurial knowledge on the interest in entrepreneurship. Thus, it can be concluded that H4, which lists income expectations, significantly moderates the impact of entrepreneurial knowledge on the entrepreneurial interests of students of the Faculty of Economics and Business, Universitas Negeri Makassar. This finding provided evidence that the income expectations variables demonstrate their role as a moderating variable.

The moderating variable was an independent variable that would strengthen or weaken the relationship between other independent variables and the dependent variable (Ghozali, 2011). The results of the research above are supported by Suarjana & Wahyuni (2017) stated that entrepreneurship activities can generate income that can be used to meet the needs of life, and the desire to have significant income through independent business can spark interest in entrepreneurship. A study by Fathiyannida & Erawati (2021) stated that income expectations positively affect interest in student entrepreneurship. It showed that income expectations variables were a variable that can reinforce the independent variable in the interest in entrepreneurship research. Based on the explanation of the research results and the theories above, it can be concluded that income expectations significantly moderate the effect of entrepreneurial knowledge on the interest in entrepreneurship of students of the Faculty of Economics and Business, Universitas Negeri Makassar.

Income Expectations to Moderate the Effect of family Environment on the Interest in Entrepreneurship

The value of the regression coefficient of the family environment variables, moderated by the variable income expectation, was 0.289, which means that if the family environment and income expectations increase by one unit, the interest in entrepreneurship increases by 0.289 units. The positive coefficient indicates that there was a relationship between the family environment and income expectations when reinforcing the influence of the family environment on the interest in entrepreneurship or when having a positive impact on the interest in entrepreneurship; the higher the family environment, the interest in entrepreneurship when accompanied by high-income expectations.

The Moderated Regression Analysis (MRA) results showed that the income expectancy variable at the level of $0.350 > 0.05$ has not been significantly proven as the moderating variable to the influence of the family environment on the interest in entrepreneurship. In this study, we only looked at the significance and not looked at the positive or negative relationship. Thus, it can be concluded that H5, which lists income expectations, significantly moderates the influence of the family environment on the interests in entrepreneurship of students of the Faculty of Economics and Business, Universitas Negeri Makassar

The moderating variable was an independent variable that would strengthen or weaken the relationship between other independent variables and the dependent variable (Ghozali, 2011). The explanation of the research results above was not in line with the statement of Luis-Rico et al. (2020) argued that the increasing interest in entrepreneurship among young people cannot be separated from the role of the family environment. Furthermore, Suhartini (2011) revealed that family environment factors and independence were two things that individuals will consider when determining their career choices; with entrepreneurship, they will be able to generate their income so that individuals can meet their needs. The hope of earning an income of their own makes the individual solidify their choice for entrepreneurship.

Based on the explanation of the study's results and the theories above, it can be concluded that income expectations cannot significantly moderate the influence of the family environment on the entrepreneurial interests of students of the Faculty of Economics and Business, Universitas Negeri Makassar. This study showed that income expectations were not a moderating variable that can moderate the effect of the independent variable on the dependent variable.

Income Expectations to Moderate the Effect of Independence on the Interest in Entrepreneurship

The value of the regression coefficient of the variable independence, moderated by the variable income expectation, was -0.310, which means that if the independence and income expectations increase by one unit, the interest in entrepreneurship will decrease by -0.310 units. A negative coefficient means that there was a relationship between independence and income expectations in weakening the influence of independence on the interest in entrepreneurship or harming the interest in entrepreneurship, even though high independence will not be able to increase the interest in entrepreneurship when accompanied by high-income expectations.

The Moderated Regression Analysis (MRA) showed that the income expectancy variable was not significantly proven at the level of $0.210 > 0.05$, the moderating variable to the influence of independence on entrepreneurial interest. In this study, we only looked at the significance and not the direction of the positive or negative relationship. Thus, it can be concluded that H6, which lists income expectations, significantly moderates the effect of independence on the entrepreneurial interests of students of the Faculty of Economics and Business, Universitas Negeri Makassar.

The moderating variable was an independent variable that would strengthen or weaken the relationship between other independent variables and the dependent variable (Ghozali, 2011). The research results above did not follow the statement by Ketaren & Wijayanto (2021), stating that a high degree of student independence can increase students'

entrepreneurial confidence. The desire of individuals who are not dependent on others will promote the motivation of entrepreneurs so that individuals can make wise decisions.

Based on the explanation of the research results and the theories above, it can be concluded that income expectations cannot significantly moderate the influence of independence on the entrepreneurial interests of students of the Faculty of Economics and Business, Universitas Negeri Makassar. This study showed that income expectations were not a moderating variable that can moderate the effect of the independent variable on the dependent variable.

CONCLUSION

Based on the results of research and discussion, it can be concluded that there was a positive and significant influence of entrepreneurial knowledge on the interest in student entrepreneurship; there was no significant effect of family environment on interest in student entrepreneurship; there was a positive and significant influence of independence on the interest in student entrepreneurship' income expectations significantly moderate the effect of entrepreneurial knowledge on students' interest in entrepreneurship; income expectations did not significantly moderate the influence of family environment on interest in student entrepreneurship, and income expectations did not significantly moderate the effect of independence on student interest in entrepreneurship.

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