

# **The Influence of Entrepreneurship Education, Curriculum Quality, Facilities Support, and Lecturer Competence on Students' Interest in Entrepreneurship among Students in DKI Jakarta**

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**Abstract :** *This study aims to analyze the influence of entrepreneurship education, the quality of the entrepreneurship curriculum, campus facility support, and lecturer competence on students' interest in becoming entrepreneurs, as well as analyzing the influence of entrepreneurship education on students' interest in becoming entrepreneurs with the mediation of the family environment. The population of this study were university students in Jabodetabek with a sample size of 364 people. The data analysis method uses descriptive analysis and Structural Equation Model Partial Least Square (SEM-PLS) analysis with SmartPLS version 3.2.9. The results of the research show that entrepreneurship education has a direct positive and significant effect on students' interest in becoming entrepreneurs, the quality of the entrepreneurship curriculum has no effect on students' interest in becoming entrepreneurs, support from campus facilities has no positive and significant effect on students' interest in becoming entrepreneurs, the competence of entrepreneurship lecturers has a positive and significant effect on students' interest in becoming entrepreneurs, the family environment has a positive and significant influence on students' interest in becoming entrepreneurs, and entrepreneurship education has a positive and significant influence on students' interest in becoming entrepreneurs mediated by the family environment.*

**Keywords -** *Curriculum Quality, Entrepreneurship Education, Entrepreneurial Interest, Facilities Support, Lecturer Competence .*

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## **I. INTRODUCTION**

### **1. Research Background**

The era of globalization and technological developments has made the need for qualified workers in the industrial sector increasingly important. A workforce that is competent and has relevant skills will play a key role in the growth and progress of a country. Indonesia is expected to face a demographic bonus era in the next few years, to be precise in 2030 to 2040. The demographic bonus in question is a period where the population of productive age (15-64 years) will be greater than the non-productive age population (65 years and above) with a proportion of more than 60% of the total population of Indonesia [1].

The current obstacle in facing the demographic bonus is the gap between the skills possessed by the available workforce and industry needs. Workers who do not have skills will give rise to other problems, namely unemployment. Unemployment is a serious problem in Indonesia which continues to increase from year to year. Based on data from the Central Statistics Agency (BPS), the unemployment rate in Indonesia reached 6.48%. Up from 6.27% in February 2022. The Covid-19 pandemic is the cause of the increase in unemployment in Indonesia. In order to maintain performance during the pandemic, many companies have made policies to reduce production and employees.

The following is the number of unemployed by age group [2]:

- 1) The 20-24 year age group numbers around 2.54 million people, equivalent to 30.12% of the total national unemployment.
- 2) The 15-19 year age group numbers around 1.86 million people, equivalent to 22.03% of the total national unemployment.

3) The 25-29 year age group is 1.17 million people, equivalent to 13.84% of the total national unemployment.

The data above shows that unemployment is highest among those aged 20-24 years. 20-24 years old is the age when you graduate from college. This data shows that despite having higher education, university graduates in Indonesia still experience difficulties in finding work. The strategy that can be developed to overcome this problem is that universities need to foster a spirit of independence for entrepreneurship in students.

The world of education has an important role in shaping a person's character, including developing entrepreneurial skills. Universities are expected to be able to create new jobs, not just to be job seekers but committed to creating graduates who have an entrepreneurial spirit who are expected to open up employment opportunities.

One of the facilities that can develop new entrepreneurs is through the development of business incubators. Integrated coaching techniques, which are more individual and operational in nature according to the development stages faced in the initial business periods, namely (2-3 years), are the advantages of business incubators in delivering new entrepreneurs through critical periods at the start of the business [3]. Another important support for entrepreneurial learning to foster entrepreneurial intentions is the competence of lecturers who also have an influence on students receiving entrepreneurship course materials [4].

## **2. Research purposes**

The aims of this research are: 1). Testing and analyzing the influence of entrepreneurship education on students' interest in becoming entrepreneurs, 2). Testing and analyzing the influence of the quality of the entrepreneurship curriculum on students' interest in becoming entrepreneurs, 3). Testing and analyzing the influence of campus facility support on students' interest in becoming entrepreneurs, 4). Testing and analyzing the influence of entrepreneurship lecturer competency on students' interest in becoming entrepreneurs, 5). Testing and analyzing the influence of the family environment on students' interest in becoming entrepreneurs, 6). Testing and analyzing the influence of entrepreneurship education on students' interest in becoming entrepreneurs with the mediation of the family environment.

## **3. Benefits of research**

The benefits of conducting this research include, 1) for universities: this research can provide input to universities to improve existing entrepreneurship education programs by developing entrepreneurship education curricula, so that they can be more effective in inspiring and equipping students with knowledge, skills and attitudes. what it takes to be a successful entrepreneur. 2) For students: This research can provide students with a better understanding of the benefits and opportunities that exist in entrepreneurship and become a reference and reference material for further research in the same field.

## **II. LITERATURE REVIEW**

### **1. Entrepreneur**

Entrepreneurship or entrepreneurship according to [5] is a scientific discipline that studies a person's values, abilities and behavior in facing life's challenges to obtain opportunities with various risks that they may face. Entrepreneurship is a creative, innovative ability that is used as a basis, tips and resources for seeking opportunities for success. Entrepreneurship is the result of a disciplined and systematic process in applying creativity and innovation to market needs and opportunities. This includes applying focused strategies to new ideas and views to create products or services that satisfy customer needs or solve problems [6]. An entrepreneur must have motivation, calling, perception and emotions which are closely related to values, attitudes and behavior as a superior human being [7].

### **2. Entrepreneurial Interest**

Entrepreneurial interest is a psychological symptom of focusing attention and doing something about the entrepreneur with feelings of joy because it brings benefits to him. Interest in becoming an entrepreneur is defined as a person's desire to work independently (self-employed) or run their own business [8].

Entrepreneurial interest can be interpreted as the first step in the process of establishing a business which is generally long-term in nature.

### **3. Entrepreneurship Education**

Education is a conscious effort carried out by families, communities and the government, through mentoring, teaching and training activities that take place at school and outside school throughout life, to prepare students to play a role in various environments, especially in the future. Entrepreneurial education is all activities that aim to instill thoughts or mindset regarding entrepreneurship, foster a person's intentions, attitudes and competencies in developing their potential by realizing creative and innovative behavior [9].

### **4. Quality of Entrepreneurship Curriculum**

Quality is the totality of features and characteristics of a product or service that depend on its ability to satisfy stated needs [10]. The entrepreneurship curriculum is a series of programs and materials designed to provide education in the field of entrepreneurship. The quality of an entrepreneurship curriculum can be measured based on several important factors, such as relevance, practicality and effectiveness. The variable indicators for the entrepreneurship curriculum consist of implementing the entrepreneurship program curriculum, increasing communication skills, increasing creativity, increasing critical thinking skills, and increasing collaboration skills [11].

### **5. Campus Facilities Support**

The definition of campus facility support to support entrepreneurship courses is the facilities provided by the campus to help students develop business ideas and practice entrepreneurial skills. These facilities include creative spaces, innovation laboratories, meeting rooms, access to a network of investors and mentors, as well as access to other resources such as libraries and entrepreneurship information centers [12].

### **6. Competent Entrepreneurship Lecturer**

According to [13] every individual in carrying out a job or activity requires competence in their field. With the competencies possessed, someone will be able to easily complete their work. So lecturer competency is a set of knowledge, behavioral skills that must be possessed, internalized and mastered by lecturers in carrying out their duties. An entrepreneurship lecturer is a teacher or academic staff at a university who has expertise and experience in the field of entrepreneurship. The main task of entrepreneurship lecturers is to teach, guide and provide direction to students in developing skills and knowledge in the field of entrepreneurship [14].

### **7. Family environment**

The entrepreneurial environment is external factors that influence the formation and development of entrepreneurial activities. The entrepreneurial environment includes various aspects that can influence the opportunities and challenges in running a business. The entrepreneurial environment includes the family environment, educational environment, and society [15].

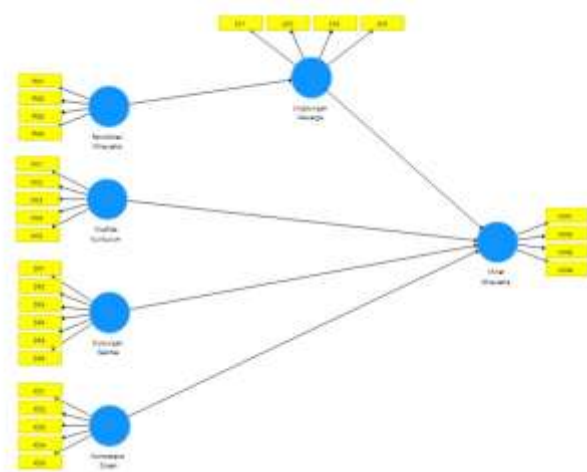
## **III. METHODOLOGY**

### **1. Research design**

This research uses a quantitative approach with a causal research design to test the cause-and-effect relationship between the independent variable and the dependent variable. The independent or exogenous variables used are entrepreneurship education, quality of campus facilities, curriculum support, and competency of entrepreneurship lecturers which are measured using an assessment scale that reflects the individual's level of interest and desire to be involved in entrepreneurial activities. The dependent or endogenous variable used in this research is entrepreneurial interest which is measured by paying attention to whether the individual is interested in becoming an entrepreneur or not.

The population of this research is university students in DKI Jakarta who take the course "Entrepreneurship/Entrepreneurship". In sampling, the researcher used a purposive sampling method to obtain an in-depth understanding of the entrepreneurial interests of students actively taking the

"Entrepreneurship/Entrepreneurship" course by distributing Likert scale questionnaires. The minimum sample size for this research is:  $28 \times 5 = 140$ . So the minimum sample size in this research is 140 students at universities in DKI Jakarta. The data obtained will be analyzed using the SEM-PLS ( *Structural Equation Modeling - Partial Least Square* ) approach using the SmartPLS software application version 3.2.9. The following is a research model design:



**Fig 1. Model design**

## 2. Hypothesis Development

As for developing hypotheses in research, namely?

### 1) Entrepreneurship Education Influences Students' Interest in Becoming Entrepreneurs

Entrepreneurship education has a positive and significant impact on students' entrepreneurial interest. This study highlights the importance of entrepreneurship education in increasing students' entrepreneurial intentions [16]. Entrepreneurship education can influence students' entrepreneurial interests and attitudes [17].

H1: Entrepreneurship education has a positive and significant effect on students' interest in becoming entrepreneurs

### 2) The Quality of the Entrepreneurship Curriculum Influences Students' Interest in Becoming Entrepreneurs

The entrepreneurship curriculum implemented in higher education can have a significant influence on students' interest and intention to become entrepreneurs. This study highlights the importance of entrepreneurship education in providing an understanding of business processes and developing the necessary entrepreneurial skills [18] [19].

H2: The quality of the entrepreneurship curriculum has a positive and significant effect on students' interest in becoming entrepreneurs

### 3) Campus Facilities Support Influences Students' Interest in Becoming Entrepreneurs

The existence of a business incubator in the campus environment has a positive influence on students' entrepreneurial interest. With facilities such as work space , mentor support , training, and access to business networks, business incubators can generate interest and provide the resources students need to develop their business ideas [20].

H3: Support from campus facilities has a positive and significant effect on students' interest in becoming entrepreneurs

### 4) Entrepreneurship Lecturer Competencies Influence Students' Interest in Becoming Entrepreneurs

Lecturers have an important role in teaching entrepreneurship. Entrepreneurship lecturers who are able to motivate, provide practical guidance, and help students develop entrepreneurial skills can positively

influence students' entrepreneurial interests. Lecturers who have relevant business experience and can share their experiences with students can become inspiring role models in developing entrepreneurial interest .

H4: Entrepreneurship lecturer competency has a positive and significant effect on students' interest in becoming entrepreneurs

5) Family Environment Influences Students' Interest in Becoming Entrepreneurs

According to [21] the environment is a determining factor in entrepreneurial success. Environmental conditions are one of the main factors that can strengthen or weaken interest in entrepreneurship. Partially there is a positive and significant influence between the family environment on interest in entrepreneurship [22].

H5: Family environment has a positive and significant effect on students' interest in becoming entrepreneurs

6) Entrepreneurship Education Influences Students' Interest in Becoming Entrepreneurs Mediated by the Family Environment

Family environment is one of the factors that can influence a student's educational success. A family environment that supports education is providing a good example, directing interests and talents, inviting discussion, as well as safe and comfortable family conditions [23].

H6: Entrepreneurship education has a positive and significant effect on students' interest in becoming entrepreneurs, mediated by the family environment

#### IV. RESULTS AND DISCUSSION

##### 1. Respondent Characteristics

The number of students who were respondents to this research was 364 people from 26 universities in Jakarta. The following is a table of respondent characteristics:

**Table 1. Characteristics of Respondents**

Data Responden	Frequency	Persentase (%)
<b>Jenis Kelamin</b>		
Laki-Laki	182	50
Perempuan	182	50
<b>Total</b>	<b>364</b>	<b>100</b>
<b>Usia</b>		
< 20	134	36,81
21 – 25	121	33,24
26 – 30	35	9,62
31 – 40	46	12,64
> 41	28	7,69
<b>Total</b>	<b>364</b>	<b>100</b>
<b>Domisili/Tempat Tinggal</b>		
Jakarta Pusat	18	4,95
Jakarta Selatan	50	13,74
Jakarta Barat	119	32,69
Jakarta Utara	12	3,30
Jakarta Timur	36	9,89
Bogor	20	5,49
Depok	9	2,47
Bekasi	33	9,07
Tangerang Selatan	31	8,52
Tangerang	36	9,89
<b>Total</b>	<b>364</b>	<b>100</b>

Source: Primary Data Processing Results, 2023

Based on gender, the number of male and female respondents was the same, namely 182 people. Based on age, most of the respondents were less than 20 years old, namely 134 people or 36.81%. Most of the respondents live in West Jakarta with 119 respondents or 32.69%.

**2. Outer Model Measurement**

- 1) Convergent Validity
  - a. Loading Factor

**Table 2. Factor Loading Values**

Variabel	Indikator	Outer Loading	Validitas
Dukungan Fasilitas	DF1	0,7438	Valid
	DF2	0,8027	Valid
	DF3	0,8094	Valid
	DF4	0,7918	Valid
	DF5	0,7867	Valid
	DF6	0,8285	Valid
Lingkungan Keluarga	LK1	0,9040	Valid
	LK2	0,7329	Valid
	LK3	0,9080	Valid
Kompetensi Dosen	KD1	0,7311	Valid
	KD2	0,8615	Valid
	KD3	0,8419	Valid
	KD4	0,8584	Valid
	KD5	0,7444	Valid
Kualitas Kurikulum	KK1	0,8020	Valid
	KK2	0,8369	Valid
	KK3	0,8688	Valid
	KK4	0,8758	Valid
	KK5	0,8389	Valid
Minat Wirausaha	MW1	0,9289	Valid
	MW2	0,8889	Valid
	MW3	0,9088	Valid
	MW4	0,9337	Valid
Pendidikan Kewirausahaan	PW1	0,8849	Valid
	PW2	0,8834	Valid
	PW3	0,8562	Valid
	PW4	0,8476	Valid

Source: Results of data processing using SmartPLS 3.0, 2023

Based on this data, the factor loading value of each indicator on all variables is more than 0.7. So it shows that all the indicators used in this research model are valid and can be used.

b. Average Variance Extracted (AVE)

The AVE value for all variables in this research is more than 0.5. So the variable is classified as valid and can be used in this research.

**Table 3. Average Variance Extracted (AVE) Value**

	Average Variance Extracted (AVE)
Pendidikan Kewirausahaan (X1)	0,7538
Kualitas Kurikulum (X2)	0,7138
Dukungan Fasilitas (X3)	0,6308
Kompetensi Dosen (X4)	0,6553
Lingkungan Keluarga (Z)	0,7262
Minat Wirausaha (Y)	0,8377

Source: Results of data processing using SmartPLS 3.0, 2023

- 2) Discriminant Validity  
 a. *Fornell-Larcker Criterion*

**Table 4. Fornell-Larcker Criterion Values**

	Dukungan Fasilitas	Kompetensi Dosen	Kualitas Kurikulum	Lingkungan Keluarga	Minat Wirausaha	Pendidikan Wirausaha
Dukungan Fasilitas	<b>0,7942</b>					
Kompetensi Dosen	0,6903	<b>0,8095</b>				
Kualitas Kurikulum	0,5605	0,6327	<b>0,8449</b>			
Lingkungan Keluarga	0,4147	0,4770	0,4209	<b>0,8522</b>		
Minat Wirausaha	0,3276	0,4829	0,4535	0,4478	<b>0,9153</b>	
Pendidikan Wirausahaan	0,5597	0,6716	0,7360	0,4557	0,5550	<b>0,8682</b>

Source: Results of data processing using SmartPLS 3.0, 2023

The AVE root value for the construct (bold) has a value that is greater than the values for the other variables. This value shows that the variable is classified as valid and can be used in this research.

- b. *Cross Loading*

**Table 5. Cross Loading Values**

	Dukungan Fasilitas	Kompetensi Dosen	Kualitas Kurikulum	Lingkungan Keluarga	Minat Wirausaha	Pendidikan Wirausaha
Dukungan Fasilitas 1 (DF1)	<b>0,7438</b>	0,6045	0,4565	0,3032	0,2587	0,4922
Dukungan Fasilitas 2 (DF2)	<b>0,8027</b>	0,5484	0,4903	0,3382	0,2458	0,4665
Dukungan Fasilitas 3 (DF3)	<b>0,8094</b>	0,5293	0,4326	0,3156	0,2513	0,4202
Dukungan Fasilitas 4 (DF4)	<b>0,7918</b>	0,5096	0,4172	0,2925	0,2587	0,4065
Dukungan Fasilitas 5 (DF5)	<b>0,7867</b>	0,5018	0,4090	0,2957	0,2332	0,4165
Dukungan Fasilitas 6 (DF6)	<b>0,8285</b>	0,5864	0,4624	0,4141	0,3034	0,4619
Kompetensi Dosen 1 (KD1)	0,4661	<b>0,7311</b>	0,3914	0,3680	0,3109	0,4446
Kompetensi Dosen 2 (KD2)	0,5869	<b>0,8615</b>	0,5372	0,3755	0,4346	0,5945
Kompetensi Dosen 3 (KD3)	0,5749	<b>0,8419</b>	0,5831	0,3915	0,4593	0,6113
Kompetensi Dosen 4 (KD4)	0,5947	<b>0,8584</b>	0,5389	0,4273	0,3653	0,5808
Kompetensi Dosen 5 (KD5)	0,5628	<b>0,7444</b>	0,4820	0,3762	0,3560	0,4574
Kualitas Kurikulum 1 (KK1)	0,4875	0,5869	<b>0,8020</b>	0,4007	0,4102	0,6741
Kualitas Kurikulum 2 (KK2)	0,4647	0,4718	<b>0,8369</b>	0,2687	0,3761	0,5776
Kualitas Kurikulum 3 (KK3)	0,4726	0,5493	<b>0,8688</b>	0,3778	0,3950	0,6259
Kualitas Kurikulum 4 (KK4)	0,4671	0,5359	<b>0,8758</b>	0,3562	0,3688	0,6137
Kualitas Kurikulum 5 (KK5)	0,4715	0,5196	<b>0,8389</b>	0,3680	0,3592	0,6084

	Dukungan Fasilitas	Kompetensi Dosen	Kualitas Kurikulum	Lingkungan Keluarga	Minat Wirausaha	Pendidikan Wirausaha
Lingkungan Keluarga 1 (LK1)	0,3941	0,4843	0,3991	<b>0,9040</b>	0,4533	0,4670
Lingkungan Keluarga 2 (LK2)	0,2970	0,2956	0,2689	<b>0,7329</b>	0,2546	0,2693
Lingkungan Keluarga 3 (LK3)	0,3587	0,4071	0,3868	<b>0,9080</b>	0,3988	0,3924
Minat Wirausaha 1 (MW1)	0,2974	0,4441	0,4521	0,4128	<b>0,9289</b>	0,5154
Minat Wirausaha 2 (MW2)	0,3273	0,4237	0,3998	0,4246	<b>0,8889</b>	0,5086
Minat Wirausaha 3 (MW3)	0,2977	0,4602	0,4097	0,4215	<b>0,9088</b>	0,5246
Minat Wirausaha 4 (MW4)	0,2759	0,4380	0,3969	0,3780	<b>0,9337</b>	0,4806
Pendidikan Wirausaha 1 (PW1)	0,5057	0,5998	0,6519	0,4209	0,4964	<b>0,8849</b>
Pendidikan Wirausaha 2 (PW2)	0,5168	0,5448	0,6476	0,4363	0,5205	<b>0,8834</b>
Pendidikan Wirausaha 3 (PW3)	0,4635	0,5756	0,5877	0,3847	0,4400	<b>0,8562</b>
Pendidikan Wirausaha 4 (PW4)	0,4521	0,6202	0,6697	0,3313	0,4644	<b>0,8476</b>

It can be seen that the correlation value between the latent variable and its constituent indicators (bold) is greater than the correlation between the latent variable and indicators of other latent variables. This value shows that the variable is classified as valid and can be used in this research.

c. *Heterotrait-Monotrait Ratio (HTMT)*

The Heterotrait-Monotrait Ratio HTMT value between the two constructs in this study was less than 0.9. So that all variables in this research have met the requirements for discriminant validity analysis between the two reflective constructs.

**Table 6. HTMT values**

	Dukungan Fasilitas	Kompetensi Dosen	Kualitas Kurikulum	Lingkunga Keluarga	Minat Wirausaha	Pendidikan Wirausaha
Dukungan Fasilitas						
Kompetensi Dosen	0,7850					
Kualitas Kurikulum	0,6275	0,7068				
Lingkunga Keluarga	0,4801	0,5562	0,4802			
Minat Wirausaha	0,3580	0,5284	0,4924	0,4951		
Pendidikan Wirausaha	0,6284	0,7586	0,8199	0,5145	0,6052	

3) *Cronbach's Alpha and Composite Reliability*

*Cronbach's alpha* and *composite reliability* measurements were carried out for reliability testing.

**Table 7. Cronbach's Alpha and Composite Reliability Values**

	Cronbach's Alpha	Composite Reliability
<b>Education Entrepreneurship (X1)</b>	0.8913	0.9245
<b>Quality Curriculum (X2)</b>	0.8995	0.9257
<b>Support Facility (X3)</b>	0.8828	0.9110



<b>Competence Lecturer (X4)</b>	0.8677	0.9044
<b>Environment Family (Z)</b>	0.8134	0.8875
<b>Interest Businessman (Y)</b>	0.9353	0.9538

The table above shows that the Cronbach's alpha and composite reliability values for all latent variables in the study are > 0.70, with Cronbach's alpha values of 0.817-0.9353, which means the variables in the research are very reliable.

**3. Inner Model Measurement**

7) *R-Square* ( $R^2$ )

$R^2$  can explain the causal relationship between exogenous variables and endogenous variables.  $R^2$  has a value of 0 – 1.0. The stronger the influence of exogenous variables on endogenous variables, the resulting  $R^2$  value will increase.

**Table 8. R-Square Value**

	<b>R Square</b>
<b>Lingkungan Keluarga (Z)</b>	0,2076
<b>Minat Wirausaha (Y)</b>	0,3727

This value explains that the strength of the entrepreneurial education variables, curriculum quality, facility support, lecturer competence, and family environment in predicting entrepreneurial interest is 37.27%, the remaining 62.73% is explained by other variables not examined in this research.

8) *Predictive Relevance* ( $Q^2$ )

Predictive relevance ( $Q^2$ ) value is obtained from blindfolding analysis.

**Table 9. Predictive Relevance ( $Q^2$ )**

	<b>SSO</b>	<b>SSE</b>	<b><math>Q^2 (=1-SSE/SSO)</math></b>
<b>Pendidikan Kewirausahaan (X1)</b>	1456,0000	1456,0000	
<b>Kualitas Kurikulum (X2)</b>	1820,0000	1820,0000	
<b>Dukungan Fasilitas (X3)</b>	2184,0000	2184,0000	
<b>Kompetensi Dosen (X4)</b>	1820,0000	1820,0000	
<b>Lingkungan Keluarga (Z)</b>	1456,0000	1274,0174	0,1421
<b>Minat Wirausaha (Y)</b>	1456,0000	1029,1500	0,3024

The table shows that the  $Q^2$  for the entrepreneurial interest variable is 0.3024, which means the predictive relevance of the model is 30.24%. When classified, the predictive relevance of the entrepreneurial interest variable is classified as moderate. Meanwhile,  $Q^2$  for the family environment variable is 0.1421, which means the predictive relevance of the model is 14.21%. When classified, the predictive relevance of family environment variables is relatively small.

**4. Hypothesis test**

The results of the bootstrapping analysis that are seen are the original sample estimates (O) values to determine the direction of the relationship between variables and the magnitude of the influence of the variables as well as t-statistics (T) and p-values (P) to determine the level of significance of the relationship between variables. Original sample values that are close to +1 indicate a positive relationship, while values that are close to -1 indicate a negative relationship (Sarstedt et al., 2017).

The t-statistics value is more than 1.967 and the p-value is smaller than the significance level (0.05 ) indicating a significant effect. The results can be seen in the following table:

**Table 10. Hypothesis Test Results**

Hipotesis	Original Sample (O)	T Statistics ( O/STDEV )	P Values	Hasil
H-1 : Pendidikan Kewirausahaan (X1) -> Minat Wirausaha (Y)	0,3646	4,1979	0,0000	Diterima
H-2 : Kualitas kurikulum (X2) -> Minat Wirausaha (Y)	0,0385	0,4735	0,6361	Ditolak
H-3 : Dukungan Fasilitas (X3) -> Minat Wirausaha (Y)	-0,1237	1,9779	0,0485	Ditolak
H-4 : Kompetensi Dosen (X4) -> Minat Wirausaha (Y)	0,1916	2,4807	0,0134	Diterima
H-5 : Lingkungan Keluarga (Z) -> Minat Wirausaha (Y)	0,2254	3,9847	0,0001	Diterima
H-6 : Pendidikan Kewirausahaan (X1) -> Lingkungan Keluarga (Z) -> Minat Wirausaha (Y)	0,1027	3,6240	0,0003	Diterima

Sumber: Hasil pengolahan data menggunakan SmartPLS 3.2.9, 2023.

## 5. Discussion

Based on hypothesis testing obtained in HI, it shows that entrepreneurship education directly has a positive and significant effect on students' interest in becoming entrepreneurs. This is in accordance with research [16][24] which shows that entrepreneurship education has a positive and significant impact on students' entrepreneurial interest. The most influential indicator of entrepreneurship education is the development of entrepreneurial character. The indicator of entrepreneurship education that has the greatest influence is increasing the concept of entrepreneurship, followed by entrepreneurial character, knowledge of business plans, and the one that has the least influence is knowledge of business opportunities. This is because education in higher education must strengthen the basic concepts of thought. Students can gain knowledge about business opportunities and business plans outside of college. So that universities, especially those in DKI Jakarta, can add, improve and strengthen lecture material related to the concept of entrepreneurship.

In hypothesis H2, curriculum quality has no effect on students' interest in becoming entrepreneurs. These results are different from research conducted by [19] showing that the entrepreneurship curriculum implemented in higher education can have a significant influence on students' interest and intention to become entrepreneurs. This difference could be caused by the respondents in this study also consisting of postgraduate students who were already working, so the quality of the curriculum did not have a big impact on the respondents. Students will become entrepreneurs if they can practice and carry out this entrepreneurship. Without practice and without implementing it only based on the curriculum, it is difficult to generate entrepreneurial interest in students [25].

The results of hypothesis H3 show that support from campus facilities does not directly have a positive (negative) effect on students' interest in becoming entrepreneurs. This means that the existing facility support is not yet sufficient for students to become entrepreneurs, therefore the facility support must continue to be improved. This is different from research conducted by [20] which shows that the existence of a business incubator in the campus environment, as one of the campus facilities, has a positive influence on students' entrepreneurial interest. These different results are caused by the students who were respondents in this study being students. who live in the capital and have easy access to entrepreneurial facilities, so that without the support of facilities from campus, students can look for other facilities outside campus. And some of the facility support at several universities does not yet support or is still lacking for students to become entrepreneurs, so it still needs to be improved and evaluated to be able to increase the facility support at each university.

In hypothesis H4, the result is that the competency of entrepreneurship lecturers has a positive and significant effect on students' interest in becoming entrepreneurs. This is in line with research [26] which shows that there is a positive relationship between the role of entrepreneurship lecturers and students' interest in opening a business. Hypothesis H5 shows that the family environment has a positive and significant effect on students' interest in becoming entrepreneurs. The greater the influence of the family environment, the greater the interest of students in the DKI Jakarta area to become entrepreneurs. The results of this research are in line with

research [23] [22] which states that the family environment has a positive and significant effect on entrepreneurial interest. The family environment indicator has the greatest influence on entrepreneurial interest.

Furthermore, the results obtained from hypothesis H6 are that the family environment mediates the influence of entrepreneurship education on students' interest in becoming entrepreneurs. This is in line with research [27] which states that the family environment is the main factor that determines children's development and enthusiasm for entrepreneurship. Parents in particular play an important role in shaping their children's future in the family, which can have an indirect impact on their children's careers in the future. For example by encouraging their children to become entrepreneurs by taking entrepreneurship education to support their careers in the entrepreneurial field. This means that entrepreneurship education plays an important role in fostering students' desire to become entrepreneurs.

## V. CONCLUSION

### 1. Conclusion

The conclusions of this research are as follows:

1. Entrepreneurship education has a direct, positive and significant effect on students' interest in becoming entrepreneurs.
2. The quality of the entrepreneurship curriculum has no effect on students' interest in becoming entrepreneurs.
3. Support from campus facilities does not have a positive and significant effect on students' interest in becoming entrepreneurs.
4. The competency of entrepreneurship lecturers has a positive and significant effect on students' interest in becoming entrepreneurs.
5. The family environment has a positive and significant effect on students' interest in becoming entrepreneurs.
6. Entrepreneurship education has a positive and significant influence on students' interest in becoming entrepreneurs, mediated by the family environment.

### 2. Suggestion

Managerial suggestions in this research, especially for universities, can maximize entrepreneurship education through the curriculum and increase lecturer competency. Apart from that, learning can provide illustrations of various business sectors and even make direct visits to business locations followed by motivating students to carry out entrepreneurial practices, so that students' interest in entrepreneurship increases significantly.

For further research, we can develop the model by adding other variables that are likely to be better predictors of students' interest in becoming entrepreneurs.

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