


Open Access Article

 <https://doi.org/10.55463/hkjss.issn.1021-3619.60.74>

### The Effect of Entrepreneurship Education, Family Environment, and Self-Concept on Interest in Entrepreneurship through the Entrepreneurial Institution as the Meditation Variable

Muhamad Himami Firdaus, Herman Suryokumoro, Siti Hamidah, Solimun

*Universitas Brawijaya, MT Hariyono Street No. 163, Malang City, East Java, Indonesia*

*Received: September 24, 2022 ▪ Reviewed: November 23, 2022*

*▪ Accepted: December 29, 2022 ▪ Published: February 15, 2023*

#### Abstract:

This research aims to determine the effect of entrepreneurship education, family environment, and self-concept on interest in entrepreneurship through entrepreneurial institutions. This research uses quantitative with an explanatory or causal approach. The research population included students at the University of Brawijaya in Indonesia, and the sample was taken by a random sampling technique. The existing data were then analyzed using WarpPLS 6.0. This research shows that entrepreneurship education, family environment, and self-concept affect entrepreneurial intuition. Furthermore, entrepreneurship education and the family environment affect the interest in entrepreneurship. However, self-concept has insignificant results toward interest in entrepreneurship. The novelty of this research can be seen from the research focus on the study of entrepreneurship education, work environment, and self-concept, which is explained in detail through entrepreneurial intuition. Besides, the object under study is students engaged in entrepreneurship with different characteristics from general entrepreneurs.

**Keywords:** entrepreneurship education, entrepreneurial intuition, interest in entrepreneurship.

### 通过创业制度作为冥想变量，创业教育、家庭环境和自我概念对创业兴趣的影响

#### 摘要：

本研究旨在通过创业机构确定创业教育、家庭环境和自我概念对创业兴趣的影响。这项研究使用定量的解释或因果方法。研究人群包括印度尼西亚布拉威再也大学的学生，样本是通过随机抽样技术采集的。然后使用 WarpPLS 6.0 分析现有数据。本研究表明，创业教育、家庭环境和自我概念会影响创业直觉。此外，创业教育和家庭环境影响创业兴趣。然而，自我概念对创业兴趣的影响并不显著。本研究的新颖之处可见于对创业教育、工作环境和自我概念的研究，并通过创业直觉进行了详细的解释。此外，研究对象是从事

创业的学生，具有不同于一般创业者的特点。

**关键词：**创业教育、创业直觉、创业兴趣。

## 1. Introduction

Along with the increase in Indonesia's population, which now reaches more than 230 million people, the necessity of food, housing, employment, and education must also be fulfilled. It is undeniable that Indonesia is currently facing the problem of restricted job opportunities for university graduates (Mukti, 2019). The International Labor Organization (ILO) report noted that the number of open unemployment in Indonesia in 2009 amounted to 9.6 million people (7.6%) and 10% of which were undergraduates. The Central Statistics Agency of Indonesia supports the ILO statement, which shows that some of the unemployed in Indonesia are those with diploma or academy education and undergraduates.

The educated unemployment rate with bachelor status continues to increase if universities (institutions that yield undergraduates) cannot train their students and alumni to create jobs. Besides, with the low motivation of the younger generation in entrepreneurship, it becomes a special concern for government, education, industry, and society (Falck et al., 2012, as cited in Li & Wu, 2019). Many university graduates are not yet capable in terms of entrepreneurship. Simultaneously, a country must have entrepreneurs as much as 5% of the total population who can become the nation's competitive advantage to progress ideally (Fellnhöfer, 2017, as cited in Li & Wu, 2019).

Entrepreneurship is one of the main aspects of economic development in a country, as entrepreneurship can maintain economic stability by generating jobs and increasing people's income through business activities. Law Number 20 of 2008 concerning MSMEs regulates the empowerment of MSMEs through a conducive business climate and business development. Business climate development is implemented by stipulating various regulations and policies in various aspects of economic lives. Thus, Micro, Small, and Medium Enterprises obtain the broadest possible certainty, opportunity, protection, and business support. Business development is carried out through mentoring facilities and strengthening assistance to grow and improve capabilities and competitiveness. Indirectly, Law Number 20 of 2008 also concerns entrepreneurship in Indonesia.

A particular country can be considered a developed country when it has at least 2% of its population's entrepreneurs. Nevertheless, the percentage of entrepreneurship in Indonesia is still far below 2% of the total population (Puspayoga, 2015). In this regard, Indonesia is also far behind other countries in Asia, such as Malaysia (5%), Thailand (3%), Singapore (7.2%), and China (10%), while the average European

country already has a ratio above 4% for the total entrepreneurs (Puspayoga, 2015).

One of the causes of the low interest of society in entrepreneurship is the educational system, in which entrepreneurship education is given only at the university level, while primary to secondary education, which ranges from 10-12 years, does not provide entrepreneurship material (Chou et al., 2010, as cited in Arniati, 2017). Higher education as an institution that becomes one of the community roles can encourage an entrepreneurial culture. University institutions are also expected to be able to create reliable entrepreneurs, encouraging society's intentions, especially their students becoming entrepreneurs (Donnellon et al., 2014, as cited in Li & Wu, 2019). The basic function of entrepreneurship education is to create new jobs sourced from graduates who create jobs (BarNir et al., 2011, as cited in Li & Wu, 2019).

A similar thing also happens at Universitas Brawijaya, Indonesia. Several pre-college graduates chose to become employees rather than entrepreneurs. 44.29% of graduates work in private companies, and 34.57% work in government agencies (including state-owned enterprises). Then, as many as 4.29% of graduates chose to work in the education sector, 4% chose self-employment in their own company, 2% chose NGOs, 0.86 percent did not choose not to work, and the rest did not answer. The data obtained by UPKK B are not a number of all generations, but only one batch, alumni of Universitas Brawijaya in 2012 (Radar Malang, 2017).

The family environment influencing a person to become an entrepreneur can be perceived from their parents' work. Parents' work is often perceived to influence parents who work alone and have their businesses, so their children tend to become entrepreneurs. The role of parents as a transfer of knowledge to their children and the existence of role models in the immediate family is a determinant in the choice of future professional careers of young adults. This transfer of knowledge and experience can occur with exposure, in which self-employed parents act as role models for their children, and even parents can provide financial or social capital for early capital (Mungai & Velamuri, 2011).

Another internal factor that can influence someone in entrepreneurship preference is entrepreneurial intuition. The intuition is defined as the ability to understand something without going through rational and intellectual reasoning. Meanwhile, according to Nasution (2010, as cited in Arif et al., 2020), intuition is finding problem-solving hypotheses without going through analytical steps. Someone who has entrepreneurial intuition can implement business well because they can take the appropriate business steps.

The concept of entrepreneurship development in higher education is one of the studies centers that act as a forum for implementing Tridarma of Higher Education for the academic community with entrepreneurship knowledge. Various alternative activities can be implemented. Thus, universities have become centers of study and development of entrepreneurship that are independent, innovative, professional, and able to provide solutions to local community problems and global developments. These efforts are expected to create formidable human resources to create job opportunities for university graduates and coach and mentor community economic business activities.

Based on the research of Hadi et al. (2015, as cited in Raza et al., 2021), the results of the study show that the quality of high school students, especially those who do not continue their studies, is questioned and, in the end, is looked down on by society and affects equality in employment opportunities. The Potential and Entrepreneurship Program (PEP) application consists of several levels: planning, organization, implementation, and evaluation.

The family environment has a high effect on encouraging students to be interested in entrepreneurship. Self-concept makes people easily and quickly recognize the environment and see business opportunities better. Motivation is the driving force for individuals to work hard to generate enthusiasm to become entrepreneurs. Risk can be a strategic contributing factor that can analyze an entrepreneur's progress. Another factor in increasing entrepreneurial intention is education (Nakayama, 2016).

Supported by the research of Indarti (2004, as cited in Wiyono & Wu, 2022), the result of the study showed that all variables together can only explain 23.6% of the total variance. Furthermore, demographic variables (age, gender, education, and work experience) do not significantly affect entrepreneurial intentions. Generally, the study found that the entrepreneurial intention of Indonesian students was not too high (mean = 4.46 out of 7; and standard deviation = 1.39). This can be interpreted that Indonesian students slightly prefer being entrepreneurs to working in companies.

Supported by the research results of Maresch et al. (2016), the research showed that modified entrepreneurship education to suit specific target groups can address subjective norm problems separately for business and science and engineering students. The main results show that entrepreneurship education is generally effective for business and science and engineering students. However, the entrepreneurial interest of science and engineering students was negatively affected by subjective norms, whereas the effect was unclear among the sample of business students. The researchers suggest that future research is needed on effective didactic approaches for science and engineering students in entrepreneurship education.

Supported by the results of Wiani et al. (2018), the research results show that this study's family

environment significantly influences vocational students' entrepreneurial interest in Subang Regency with a score of 0.000–0.043. This study has high reliability, with a score of 0.703. According to the results of the research of Li and Wu (2019), entrepreneurial education positively affects entrepreneurial self-efficacy and individual entrepreneurial interests. Teamwork significantly moderated the relationship between entrepreneurial education and entrepreneurial self-efficacy and the relationship between entrepreneurial education and entrepreneurial desire. In particular, when students perceive high levels of teamwork, they are more likely to strengthen the effect of entrepreneurship education on entrepreneurial self-efficacy and spirit (Arni et al., 2022; Abderrahim et al., 2022).

Supported by the result of the research by Liñán (2004, as cited in Li & Wu, 2019), this study shows that cultural or social aspects do not influence the cognitive process from perception to intention. At best, the relative importance of each antecedent in the intention configuration may differ. National distinctiveness manifests in how people perceive reality and turn it into perceptions of entrepreneurship. Similarly, social norms will be the first step in the mental process, acting as the first filter against external stimuli and influencing perceptions of self-interest and self-efficacy.

Supported by research conducted by Mahendra et al. (2017), the result of the study showed that entrepreneurial intentions among students are not directly influenced by entrepreneurship education. It was found that the contribution of entrepreneurship education increased students' motivation and entrepreneurial attitude. Both motivation and attitude act as mediating variables between entrepreneurship education and entrepreneurial intention. The higher the motivation and attitude influenced by entrepreneurship education, the higher the intention to build new businesses among the students in this study. According to Sandi and Nurhayati (2020), the result of the study showed that entrepreneurship education does not significantly affect students' entrepreneurial interest, the family environment does not significantly affect students' entrepreneurial interest, and self-efficacy has a positive and significant effect on students' interest in entrepreneurship.

Supported by the research by Wang et al. (2017), the result of the study showed that perceived parental entrepreneurial rewards are positively related to entrepreneurial intentions, and this relationship was partially mediated by entrepreneurial self-efficacy. Furthermore, the family business involvement attenuates the positive impact of parental-perceived entrepreneurial gifts on entrepreneurial intentions, but reinforces the impact of entrepreneurial self-efficacy. According to Doğan (2015), the study's result shows a significant positive correlation between the success rate of students in entrepreneurship classes and their entrepreneurial intentions. Besides, it was found that students with self-employed fathers had higher

entrepreneurial intentions than those without fathers.

Supported by research from Peterman and Kennedy (2003, as cited in Ratten & Jones, 2021), the study's results show that respondents' exposure and interpretation of their entrepreneurial experience stimulated the desire to start their own business but did not affect their perceived feasibility. This may be because their previous experience did not offer hands-on learning or experience in a supportive environment and thus opportunities for an active mastery. The study's results, supported by Patricia and Silangen (2016), found that entrepreneurship education does not form entrepreneurial intentions. Students with pre-entrepreneurship education intentions are likelier to have higher entrepreneurial intentions. We also see that there is a strong relationship between the social influence of classmates and entrepreneurial intentions. Furthermore, male and female students' perspectives on entrepreneurship education affect their entrepreneurial intentions.

The novelty of this research can be seen from the research focus on the study of entrepreneurship education, work environment, and self-concept, which is explained in detail through entrepreneurial intuition. Besides, the object under study is students engaged in entrepreneurship with different characteristics from general entrepreneurs. Based on the description above, the researchers conducted their research on Universitas Brawijaya students.

## 2. Literature Review

### 2.1. Development Theory

Economic development is a series of efforts in an economy to develop its economic activities so that more infrastructures are provided, more companies are growing, education levels are getting higher, and technology is increasing. As an implication of this development, it is hoped that job opportunities will increase, income levels will escalate, and people's prosperity will be higher (Sukirno, 2006, as cited in Hasan & Mahyudi, 2020).

Goulet and other figures say that at least three basic or core components must be used as a conceptual basis and practical guideline to understanding development's most essential meaning. The three core values are: (1) the development of the community's ability to meet their basic needs (sustenance), (2) the increased sense of self-esteem of society as human beings, and (3) the increased ability of society to choose (freedom from servitude), which is one of the human rights.

### 2.2. Endogenous Development Theory

Massey (1984, as cited in Vázquez-Barquero, 2006), defines endogenous development as a territorial approach in the process of economic growth and structural change driven by local communities and using local potential in development to improve the standard of living of the local population. Arocena

(1995, as cited in Vargas-Hernández, 2021), states that endogenous development is a process, where social aspects are integrated with economic ones. The government (public) and private sector investments increase company productivity and competitiveness and solve and improve the local community's lives.

Lowe et al. (1998) revealed the basic characteristics of endogenous development in rural areas as follows:

- The main principle is the specific resources of a region (natural, human, and cultural), which are the key to sustainable development;
- Dynamic forces, local initiatives, and local companies;
- The function of rural areas and the economy with various services;
- The main problem of rural development is the limited capacity of a region and social groups to participate in economic and development activities;
- Rural development focus, capacity building (skills, institutions, and infrastructure), and reducing social isolation.

Vázquez-Barquero (2002, as cited in Vázquez-Barquero, 2006), argues that endogenous development strategies seek the satisfaction of local needs and demands through the active participation of local communities in the development process. This development strategy aims to improve the production side (agriculture, industry, and services) and to encourage the social and cultural dimensions that affect people's lives. Vázquez-Barquero (2006) also emphasizes that endogenous development is related to capital accumulation in a particular area (specific localities) by considering the region's capacity to spread the innovation throughout the local production system and the role played by the local innovation system. How institutions work in rural areas determines the efficiency of using the local potential.

### 2.3. Education Concept

The term education is now familiar to society; even non-intellectuals must know the term education because education has now become a need of society. Purwanto (2014) explains that education is all the efforts of adults in their association with children to lead their physical and spiritual development toward maturity, or more clearly, education is leadership given intentionally by adults to children in their physical and spiritual growth to be useful for themselves and society.

In line with the definitions put forward by the experts above, in the sense of education, it must contain the main things as according to Sabri (2011) mentioned as follows:

- Education is nothing but a human effort;
- The effort was made intentionally or consciously;
- The effort is carried out by people who feel responsible for the child's future;
- The business is in the form of spiritual assistance or guidance and is carried out regularly and systematically;

- The objects of education are children/ students who are still in their growth/ development or still in need of education. Also, the final limit/target of education is at the level of maturity or maturity.

#### **2.4. Entrepreneurship**

Suherman (2010, as cited in Achmad & Iwantoro, 2021), states, “Entrepreneurship is a process of doing something new and different from the aim of creating prosperity for individuals and adding value to society.” Every activity that creates something new, different, and more valuable can be called entrepreneurship. The above understanding is also following the opinion of Peters Hisrich and Shapperd, as cited in Ali et al. (2016), who define entrepreneurship as a process of creating something by adding value supported by a commitment to time and effort, estimating financial, physical, and social risks, and accepting financial results, satisfaction, and personal freedom.

Furthermore, Arthur et al. (2012) explained that entrepreneurship is the process of creating something new and has value by sacrificing time and energy, taking financial, physical, and social risks, and receiving monetary rewards and personal satisfaction and freedom.

#### **2.5. Entrepreneurship Education**

Entrepreneurship education is one application of the education world’s concern for the nation’s progress. Entrepreneurship education shows the values and forms of work to achieve success. According to Suhamidjaja (2011), entrepreneurship education forges the Indonesian nation following the Indonesian personality based on Pancasila. In a broader sense, entrepreneurship education helps teach the Indonesians so that they have dynamic and creative personal strengths following the personality of the Indonesian nation based on Pancasila.

#### **2.6. Family Environment**

Family is the smallest unit that can be a supporter and generator of the birth of a nation and society. On the other hand, it can also contribute to a nation’s and society’s collapse. It is appropriate to say that the family is the pillar of the state; with the family, the state rises (Zubaedi, 2012, as cited in Ariga & Nurhakim, 2022). Sociologists believe that the family is important in determining a nation’s progress, so they theorize that it is a critical societal unit. Thus, if families, which are the foundation of society, are weak, society will be weak. Therefore, sociologists believe that social problems, such as rampant sexual crimes, violence, and societal depravity, result from weak family institutions.

Slameto (2010, as cited in Setiawan, 2016), describes the factors that affect the family environment, which are:

- How parents educate;
- Relationships between family members;
- Home atmosphere;
- Family economic situation;
- Understanding parents;

- Cultural background.

#### **2.7. Self-Concept**

According to Mappiare (1982, as cited in Rofiah, 2016), the word “self-concept” or self-concept is generally defined as “the whole pattern of self-perception as formulated by the individual or the understanding and meaning of a person related to themselves.” Seifert and Hofnung, as cited in Murti (2018), also argue that “self-concept means an understanding or idea about oneself.” According to Calhoun and Acocella (1990, as cited in Yusuf et al., 2021), “self-concept is a mental picture of oneself that consists of knowledge about oneself, expectations, and self-assessment.”

Desmita (2007, as cited in Murti, 2018), explains that “self-concept is in the form of a whole self-image that includes a person’s perception of himself, beliefs, feelings, and values that must do with him.” Furthermore, according to Djaali (2014, as cited in Zaenudin & Ulfah, 2020), self-concept is “a person’s view of himself regarding what he knows and feels about his behavior, the content of his thoughts and feelings, and how his behavior affects others.” Meanwhile, Hurlock (1999, as cited in Syafrizaldi, 2018), states that “self-concept is a person’s picture of themselves that involves physical, psychological, social and emotional characteristics, aspirations, and achievements.”

Rakhmat (1996, as cited in Rofiah, 2016), conveys the signs of people who have a positive self-concept, including the following:

- Confident in their ability to solve problems.
- Feels equal to other people.
- Accepts compliments without shame.
- Realized that everyone has feelings, desires, and behaviors that society does not at all agree with.

#### **2.8. Entrepreneurial Interest**

According to Subandono (2007, as cited in Teddy & Nuringsih, 2022), entrepreneurial interest is the tendency of the heart in the subject to be interested in creating a business that then organizes, regulates, takes risks, and develops the business they create. Entrepreneurial interest comes from within a person to create a business field. Santoso (2020) states that interest in entrepreneurship is the desire, interest, and willingness to work hard or have a strong will to be independent or fulfill their needs without being afraid of the risks that occur and always learning from the failures experienced. Sarosa (2004, as cited in Lestari & Wahyono, 2021), states that individuals interested in entrepreneurship will take the initial steps.

### **3. Research Methods and Materials**

This research uses quantitative research with explanatory or causal design to describe the influences between variables. The population of this research is all Universitas Brawijaya students, with the sample taken between 10-15% and 20-25% of the population using

probability random technique or random sampling. The data to be collected in this research uses observation, interview, questionnaire, documentation, and a combination of the four techniques. The data analysis technique is performed by reliability and validity testing using WarpPLS 6.0.

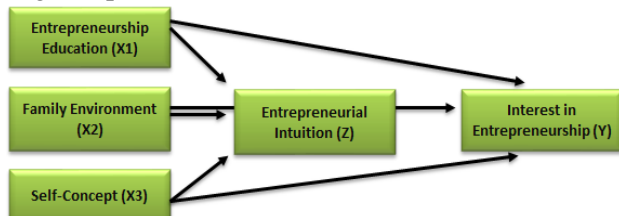


Figure 1. Conceptual framework of the research (Developed by the authors)

## 4. Results and Discussion

### 4.1. Evaluating Measurement (Outer) Model

The convergent validity of the measurement model with reflexive indicators can be perceived from the correlation between the scores of items/ indicators and the constructed score. Individual indicators are considered reliable if they have a correlation value above 0.60. Due to the results for outer loading (Table 1), all indicators that have loading above 0.50 are considered significant.

Table 1. Convergent Validity (The authors' calculation based on the data collection)

Construct	X1	X2	X3	Z	Y
Entrepreneurship Education (X1)	0.703				
	0.692				
	0.732				
	0.701				
	0.727				
	0.743				
	0.745				
	0.731				
	0.721				
	0.738				
	0.740				
	0.723				
Family Environment (X2)	0.686				
	0.761				
	0.671				
		0.771			
		0.829			
Self-Concept (X3)		0.799			
		0.770			
		0.709			
			0.757		
			0.717		
			0.701		
			0.692		
			0.659		
			0.697		
			0.793		
Entrepreneurial Intuition (Z)			0.631		
			0.741		
			0.771		
			0.758		
				0.790	
Interest in Entrepreneurship (Y)				0.765	
				0.730	
				0.730	
				0.793	
				0.892	
					0.795
					0.776
					0.728
					0.741

Validity testing for reflective indicators uses the correlation between an item and construct scores. From the table above, it is known that all dimensions meet convergent validity because it has a loading value of

more than 0.50. Reflective indicators are suitable for measuring perceptions, so this study uses reflective indicators.

### 4.2. Discriminant Validity and Composite Reliability

Discriminate validity is measured using the square root of the Average Variance Extracted (AVE) value. The recommended value is above 0.5, while the composite reliability testing of the indicator block measures a construct. A construct is considered reliable if the composite reliability value is above 0.60. The data analysis results show that the research data met the discriminatory validity and composite reliability criteria.

Table 2. Average variance extracted (AVE) and composite reliability (The authors' calculation based on the data collection)

Construct	AVE	Composite Reliability
Entrepreneurship Education (X1)	0.521	0.942
Family Environment (X2)	0.603	0.883
Self-Concept (X3)	0.520	0.922
Entrepreneurial Intuition (Z)	0.616	0.906
Interest in Entrepreneurship (Y)	0.582	0.907

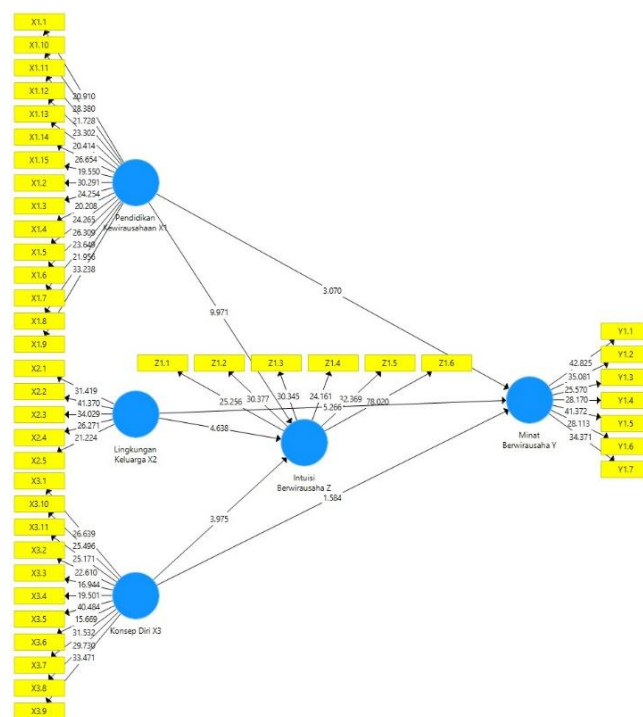


Figure 1. Hypothesis testing (Developed by the authors)

Table 3. Direct effect (The authors' calculation based on the data collection)

Path	Beta	T Statistic	P-Value	Explanation
Entrepreneurship Education (X1) → Entrepreneurial Intuition (Z)	0.947	9.971	0.000	Positive Significant
Entrepreneurship Education (X1) → Interest in Entrepreneurship (Y)	0.356	3.070	0.002	Positive Significant
Family Environment (X2) → Entrepreneurial Intuition (Z)	0.264	4.638	0.000	Positive Significant
Family Environment (X2) → Interest in Entrepreneurship (Y)	0.288	5.266	0.000	Positive Significant
Self-Concept (X3) → Entrepreneurial Intuition (Z)	-0.410	3.975	0.000	Positive Significant
Self-Concept (X3) → Interest in Entrepreneurship (Y)	0.192	1.584	0.114	Not Significant

### 4.3. Path Coefficient Effect of Entrepreneurship Education (X1) on Entrepreneurial Intuition (Z)

The statistical calculation results of the effect of Entrepreneurship Education (X1) on Entrepreneurial Intuition (Z) show that the p-value is smaller than the



value of  $\alpha$  ( $0.000 < 0.05$ ), and the value of the pathway (beta) has a positive number, and the results are significant and positive. These results indicate that the Entrepreneurship Education variable influences Entrepreneurial Intuition.

#### **4.4. Path Coefficient Effect of Entrepreneurship Education (X1) on Interest in Entrepreneurship (Y)**

The statistical calculation result of the effect of Entrepreneurship Education (X1) toward Interest in Entrepreneurship (Y) shows that the p-value is smaller than the value of  $\alpha$  ( $0.002 < 0.05$ ), and the value of the pathway (beta) has a positive number, and the results are significant and positive. These results indicate that the Entrepreneurship Education variable influences Interest in Entrepreneurship. This study's result supports Putri (2017), which states that entrepreneurship education affects student interest in entrepreneurship with a correlation coefficient of 0.628, meaning a positive and significant effect. Furthermore, research by Setiawan (2016) showed that entrepreneurship education has a positive effect on entrepreneurial interest, as indicated by the regression equation  $Y = 12.366 + 0.254 X3$  with a positive value, t-count  $2.823 > t\text{-table } 1.660$ , and R-Square of 7.4%. This is also in line with the research by Rembulan and Fensi (2018) that entrepreneurship education supported by entrepreneurship courses significantly affects student interest in entrepreneurship. However, the results of this study reject the research of Nurikasari et al. (2016), where there is no significant effect of entrepreneurship education on interest in entrepreneurship.

#### **4.5. Path coefficient Effect of Family Environment (X2) on Entrepreneurial Intuition (Z)**

The statistical calculation result of the effect of the Family Environment (X2) on the interest in Entrepreneurial Intuition (Z) shows that the p-value is smaller than the value of  $\alpha$  ( $0.000 < 0.05$ ), and the value of the pathway (beta) has a positive number, and the results are significant and positive. These results indicate that the Family Environment variable influences Entrepreneurial Intuition.

#### **4.6. Path Coefficient Effect of Family Environment (X2) on Interest in Entrepreneurship (Y)**

The statistical calculation result of the effect of the Family Environment (X2) on the Interest in Entrepreneurship (Y) shows that the p-value is smaller than the value of  $\alpha$  ( $0.000 < 0.05$ ), and the value of the pathway (beta) has a positive number. The result is considered significant and positive. These results indicate that the Family Environment variable influences Interest in Entrepreneurship (Y). The family environment has a positive effect on Entrepreneurial Interest, and this is also shown in research by Setiawan (2016), which is shown by the regression equation  $Y = 5.856 + 0.412 X2$  with a positive value, t arithmetic value is  $7.199 > t\text{ table } 1.660$  and r square is 34.4%. The same result is shown by the research of Indriyani

and Margunani (2019) state that the family environment significantly affects students' interest in entrepreneurship.

#### **4.7. Path Coefficient Effect of Self-Concept (X3) on Entrepreneurial Intuition (Z)**

The statistical calculation result of the effect of the Self-Concept (X3) toward the Entrepreneurial Intuition (Z) shows that the p-value is smaller than the value of  $\alpha$  ( $0.000 < 0.05$ ), and the value of the pathway (beta) has a positive number. The result is considered significant and positive. These results indicate that the Self-Concept variable influences Entrepreneurial Intuition.

#### **4.8. Path Coefficient Effect of Self-Concept (X3) on Interest in Entrepreneurship (Y)**

The result of the statistical calculation of the effect of the Self-Concept (X3) toward the Firm Performance variable (Y) indicates that the p-value is bigger than the value of  $\alpha$  ( $0.114 > 0.05$ ). This result indicates that the Self-Concept variable does not affect Interest in Entrepreneurship. The result of this study is supported by research by Rofiah (2016), showing that self-concept does not significantly influence interest in entrepreneurship. On the other hand, this study rejects the results of research conducted by Syafrizaldi (2018), in which a significant relationship exists between self-concept and entrepreneurial interest.

## **5. Conclusion**

Based on the results of research on students of Universitas Brawijaya, Indonesia, with samples taken by random sampling technique (students involved in entrepreneurship with unique characteristics) and analyzed using WarpPLS 6.0, with a study of entrepreneurship education, work environment, and self-concept, which is explained in detail through entrepreneurial intuition, it can be concluded that entrepreneurial knowledge on entrepreneurial intuition is positively significant. Furthermore, there are significant positive results from entrepreneurship education on entrepreneurial interest. Significant positive results were also shown from family environment variables on entrepreneurial intuition, family environment on entrepreneurial interest, and self-concept on entrepreneurial intuition. However, the self-concept variable on the interest in entrepreneurship is considered insignificant (not significant).

## **6. Limitations and Further Study**

The results of this study lie in the scope of the local area of Malang, especially in the Universitas Brawijaya campus. This study does not reflect the overall significant results of the Indonesian national territory.

## **Acknowledgments**

We want to express our deep gratitude to Prof Widodo, S.Si., M.Si., Ph. D.Med. Sc, the Rector, and Dr. Budi Santoso., S.H., LL.M, the Head of the Legal

Studies Doctoral Program at Universitas Brawijaya, Malang, Indonesia, especially for sharing their advice and knowledge with us during this research. Finally, we thank our colleagues at the Universitas Brawijaya, Malang, Indonesia, who provided insight and expertise that greatly assisted the research for their patient guidance, enthusiastic encouragement, and useful critique of this research work.

## Authors' Contributions

*Author 1:* Conceptualization, Methodology, Validation, and Supervision.

*Author 2:* Formal Analysis, Investigation, Data Curation, and Resources.

*Author 3:* Writing, Original Draft, Visualisation Project Administration, and Software.

*Author 4:* Visualization.

## References

- [1] ABDERRAHIM, F., MOHAMED, R., KHADIJA, E.K., & LAHYANI, K. (2022). The Role of Entrepreneurship Education in the Development of Female Entrepreneurial Intention among Students at Hassan II University in Casablanca, Morocco. *Journal of Hunan University Natural Sciences*, 49(12), 257-264. <https://doi.org/10.55463/issn.1674-2974.49.12.26>
- [2] ACHMAD, W., & IWANTORO, I. (2021). Islamic Boarding Curriculum Management Innovation Entrepreneurship Al-Maun Muhammadiyah School (Pesantren S-PEAM, Pasuruan City). *Journal of Islamic Education*, 6(1), 83-93. <https://doi.org/10.52615/jie.v6i1.211>
- [3] ALI, F., ZHOU, Y., HUSSAIN, K., NAIR, P.K., & RAGAVAN, N.A. (2016). Does higher education service quality effect student satisfaction, image and loyalty? *Quality Assurance in Education*, 24(1), 70-94. <https://doi.org/10.1108/qae-02-2014-0008>
- [4] ARIF, M., MAULANA, T., & LESMANA, M.T. (2020). Pengaruh Disiplin Kerja dan Kemampuan Kerja Terhadap Prestasi Kerja Karyawan. *Jurnal Humaniora: Jurnal Ilmu Sosial, Ekonomi dan Hukum*, 4(1), 106-119. <https://doi.org/10.30601/humaniora.v4i1.515>
- [5] ARIGA, S., & NURHAKIM, M. (2022). Peran Dayah Muhammadiyah dalam Pembentukan Karakter Masyarakat Aceh. *Jurnal Pendidikan Tambusai*, 6(2), 16499-16507. <https://doi.org/10.31004/jptam.v6i2.5057>
- [6] ARNI, Y., SISWANDARI, AKHYAR, M., & ASROWI. (2022). Predicting Entrepreneurship Learning Factors on Entrepreneurial Intent in Student Universities. *Journal of Hunan University Natural Sciences*, 49(6), 253-262. <https://doi.org/10.55463/issn.1674-2974.49.6.26>
- [7] ARNIATI. (2017). *Pengaruh Desain Pembelajaran Kewirausahaan, Status Sosial Ekonomi Terhadap Sikap dan Kompetensi Wirausaha Siswa pada SMK Negeri di Kota Makassar*. Ph.D. dissertation, Universitas Negeri Makassar. Retrieved from [https://digilibadmin.unismuh.ac.id/upload/5590-Full\\_Text.pdf](https://digilibadmin.unismuh.ac.id/upload/5590-Full_Text.pdf)
- [8] ARTHUR, S.J., HISRIC, R.D., & CABRERA, N. (2012). The importance of education in the entrepreneurial process: a world view. *Journal of Small Business and Enterprise Development*, 19(3), 500-514. <https://doi.org/10.1108/14626001211250180>
- [9] DOĞAN, E. (2015). The Effect of Entrepreneurship Education on Entrepreneurial Intentions of University Students in Turkey. *Istanbul University Econometrics and Statistics E-Journal*, 23, 79-93. Retrieved from <https://dergipark.org.tr/en/pub/iuekois/issue/27283/287198>
- [10] HASAN, Z., & MAHYUDI, M. (2020). Analisis terhadap Pemikiran Ekonomi Kapitalisme Adam Smith. *Istidlal: Jurnal Ekonomi dan Hukum Islam*, 4(1), 24-34. <https://doi.org/10.35316/istidlal.v4i1.206>
- [11] INDRIYANI, L., & MARGUNANI, M. (2019). Pengaruh Kepribadian, Pendidikan Kewirausahaan, dan Lingkungan Keluarga terhadap Minat Berwirausaha. *Economic Education Analysis Journal*, 7(3), 848-862. <https://doi.org/10.15294/eeaj.v7i3.28315>
- [12] LESTARI, M., & WAHYONO, W. (2021). The influence of celebrity endorser and online promotion on purchase decision through brand image. *Management Analysis Journal*, 10(2), 198-211. <https://doi.org/10.15294/maj.v10i2.45545>
- [13] LI, L., & WU, D. (2019). Entrepreneurial education and students' entrepreneurial intention: does team cooperation matter? *Journal of Global Entrepreneurship Research*, 9(1), 35. <https://doi.org/10.1186/s40497-019-0157-3>
- [14] LOWE, P., RAY, C., WARD, N., WOOD, D., & WOODWARD, R. (1998). *Participation in rural development: a review of European experience*. Newcastle: Centre for Rural Economy, University of Newcastle.
- [15] MAHENDRA, A.M., DJATMIKA, E.T., & HERMAWAN, A. (2017). The Effect of Entrepreneurship Education on Entrepreneurial Intention Mediated by Motivation and Attitude among Management Students, State University of Malang, Indonesia. *International Education Studies*, 10(9), 61-69. <https://doi.org/10.5539/ies.v10n9p61>
- [16] MARESC, D., HARMS, R., KAILER, N., & WIMMER-WURM, B. (2016). The impact of entrepreneurship education on the entrepreneurial intention of students in science and engineering versus business studies university programs. *Technological Forecasting and Social Change*, 104, 172-179. <https://doi.org/10.1016/j.techfore.2015.11.006>
- [17] MUKTI, A.H. (2019). *Ini Alasan Mengapa Masih*



- Banyak Sarjana Menganggur. Retrieved from <https://jateng.tribunnews.com/2019/01/26/ini-alasan-mengapa-masih-banyak-sarjana-menganggur>
- [18] MUNGAI, E., & VELAMURI, S.R. (2011). Parental Entrepreneurial Role Model Influence on Male Offspring: Is it Always Positive and when does it Occur? *Entrepreneurship Theory and Practice*, 35(2), 337–357. <https://doi.org/10.1111/j.1540-6520.2009.00363.x>
- [19] MURTI, T. (2018). Perkembangan Fisik Motorik dan Perseptual Serta Implikasinya pada Pembelajaran di Sekolah Dasar. *Wahana Sekolah Dasar*, 26(1), 21–28. <https://doi.org/10.17977/um035v26i12018p021>
- [20] NAKAYAMA, T. (2016). Entrepreneurial intention in Japan: An empirical study on Japanese university students. *International Journal of Business and General Management*, 5(3), 81–96. Retrieved from <http://www.iasset.us/download/archives/2-32-1462438572-7.%20IJBG%20-%20ENTREPRENEURIAL%20INTENTION%20I%20JAPAN.pdf>
- [21] NURIKASARI, F., BAKAR, A., & HARIANI, L.S. (2016). Pengaruh pendidikan kewirausahaan, kreativitas, dan motivasi berwirausaha terhadap minat berwirausaha pada mahasiswa pendidikan ekonomi universitas kanjuruhan Malang. *Jurnal Riset Pendidikan Ekonomi*, 1(2), 1–10. Retrieved from <https://ejournal.unikama.ac.id/index.php/jrpe/article/view/1394>
- [22] PATRICIA, P., & SILANGEN, C. (2016). The Effect of Entrepreneurship Education on Entrepreneurial Intention in Indonesia. *DeReMa (Development Research of Management): Jurnal Manajemen*, 11(1), 67–86. <http://dx.doi.org/10.19166/derema.v11i1.184>
- [23] PURWANTO. (2014). *Evaluasi Hasil Belajar*. Yogyakarta: Pustaka Pelajar.
- [24] PUSPAYOGA, A.G. (2015). *Wirausaha Maju, Negara Sejahtera*. Retrieved from <https://koperasi.kulonprogokab.go.id/detil/211/wirau-saha-maju-negara-sejahtera>
- [25] PUTRI, N.L.W.W. (2017). Pengaruh Pendidikan Kewirausahaan Terhadap Minat Mahasiswa Untuk Berwirausaha Pada Mahasiswa Pendidikan Ekonomi Universitas Pendidikan Ganesha. *Jurnal Pendidikan Ekonomi Undiksha*, 9(1), 137–147. <https://doi.org/10.23887/jjpe.v9i1.19998>
- [26] RADAR MALANG. (2017). *Alumni UB Masih Minim Yang Jadi Pengusaha*. Retrieved from <http://pendidikan.radarmalang.id/alumni-ub-masih-minim-yang-jadi-pengusaha/>
- [27] RATTEN, V., & JONES, P. (2021). Covid-19 and entrepreneurship education: Implications for advancing research and practice. *The International Journal of Management Education*, 19(1), 100432. <https://doi.org/10.1016/j.ijme.2020.100432>
- [28] RAZA, M., ALYOUSSEF, I.Y., DAHRI, A.S., POLYAKOVA, A.G., ALSHEBAMI, A.S., & THOMRAN, M. (2021). Effectiveness of entrepreneurship quality education in higher educational institutions: A mediating effect of entrepreneurial training. *Management Science Letters*, 11, 1221–1230. <https://doi.org/10.5267/j.msl.2020.11.016>
- [29] REMBULAN, G.D., & FENSI, F. (2018). Pengaruh Pendidikan Kewirausahaan Terhadap Minat Berwirausaha. *Jurnal Pengabdian dan Kewirausahaan*, 1(1), 65–73. <https://doi.org/10.30813/jpk.v1i1.1007>
- [30] ROFIAH, C. (2016). Pengaruh Konsep Diri Dan Lingkungan Sekolah Terhadap Minat Berwirausaha Peserta Bazar Hari Ulang Tahun (HUT) Madrasah Aliyah Negeri (MAN) I (Satu) Jombang Tahun 2015. *e-Jurnal Manajemen KINERJA*, 2(1), 1–11. Retrieved from <https://jurnal.narotama.ac.id/index.php/manajemenkinerja/article/view/90>
- [31] SABRI, D. (2011). What's wrong with 'the student experience'? *Discourse: Studies in the Cultural Politics of Education*, 32(5), 657–667. <https://doi.org/10.1080/01596306.2011.620750>
- [32] SANDI, A., & NURHAYATI, M. (2020). Effect of Entrepreneurship Education, Family Environment and Self-Efficacy on Students Entrepreneurship Intention. *Proceedings of the 4th International Conference on Management, Economics and Business*, pp. 9–12. <https://doi.org/10.2991/aebmr.k.200205.003>
- [33] SANTOSO, F.S. (2020). Lingkungan Keluarga Sebagai Awal Pengembangan Kewirausahaan Islam. *Nuansa Akademik: Jurnal Pembangunan Masyarakat*, 5(1), 13–22. <https://doi.org/10.47200/jnajpm.v5i1.418>
- [34] SETIAWAN, D. (2016). *Pengaruh Ekspektasi Pendapatan, Lingkungan Keluarga dan Pendidikan Kewirausahaan terhadap Minat Berwirausaha terhadap Minat Berwirausaha (Studi Kasus pada Mahasiswa Akuntansi Universitas Negeri Yogyakarta)*. Undergraduate thesis, Universitas Negeri Yogyakarta. Retrieved from [https://eprints.uny.ac.id/30122/1/Skripsi Full.pdf](https://eprints.uny.ac.id/30122/1/Skripsi%20Full.pdf)
- [35] SUHAMIDJAJA, S. (2011). *Konsep Kewirausahaan dan Pendidikan Kewirausahaan*. Bandung: PT Remaja Rosdakarya.
- [36] SYAFRIZALDI, S. (2018). Hubungan Konsep Diri dengan Minat Wirausaha pada Mahasiswa Universitas Medan Area. *Journal of Education, Humaniora and Social Sciences*, 1(2), 75–80. <https://doi.org/10.34007/jehss.v1i2.13>
- [37] TEDDY, D.I., & NURINGSIH, K. (2022). Pengaruh Entrepreneurial Attitude Orientation dan Latar Belakang Pribadi terhadap Minat Berwirausaha. *Jurnal Manajerial dan Kewirausahaan*, 4(2), 319–327. <https://doi.org/10.24912/jmk.v4i2.18226>
- [38] VARGAS-HERNÁNDEZ, J.G. (2021). Urban Green Innovation: Public Interest, Territory

- Democratization, and Institutional Design. In: OLIVEIRA, L., AMARO, A., & MELRO, A. (eds.) *Handbook of Research on Cultural Heritage and Its Impact on Territory Innovation and Development*. Hershey, Pennsylvania: IGI Global, pp. 138-153. <https://doi.org/10.4018/978-1-7998-6701-2.ch008>
  - [39] VÁZQUEZ-BARQUERO, A. (2006). Urban development in peripheral regions of the New Europe: The case of Vigo in Galicia. *European Planning Studies*, 14(6), 753-772. <https://doi.org/10.1080/09654310500496032>
  - [40] WANG, D., WANG, L., & CHEN, L. (2017). Unlocking the influence of family business exposure on entrepreneurial intentions. *International Entrepreneurship and Management Journal*, 14(4), 951-974. <https://doi.org/10.1007/s11365-017-0475-2>
  - [41] WIANI, A., AHMAN, E., & MACHMUD, A. (2018). Effect of Family Environment on Interest in Entrepreneurship Students SMK in Subang Regency. *OIKOS: Jurnal Kajian Pendidikan Ekonomi dan Ilmu Ekonomi*, 2(2), 122-132. <https://doi.org/10.23969/oikos.v2i2.1034>
  - [42] WIYONO, B.B., & WU, H.H. (2022). Investigating the Structural Effect of Achievement Motivation and Achievement on Leadership and Entrepreneurial Spirit of Students in Higher Education. *Administrative Sciences*, 12(3), 99. <https://doi.org/10.3390/admsci12030099>
  - [43] YUSUF, R.N., MUSYADAD, V.F., ISKANDAR, Y.Z., & WIDIWATI, D. (2021). Implikasi Asumsi Konsep Diri dalam Pembelajaran Orang Dewasa. *Edukatif: Jurnal Ilmu Pendidikan*, 3(4), 1144-1151. <https://doi.org/10.31004/edukatif.v3i4.513>
  - [44] ZAENUDIN, Z., & ULFAH, S.M. (2020). Konsep Bimbingan dan Konseling dalam Meningkatkan Motivasi Belajar (Studi Komparasi Pemikiran Dr. Pupu Saeful Rahmat, M.Pd dan Prof. Dr. H. Djaali dalam Psikologi Pendidikan). *Counselia: Jurnal Bimbingan Konseling Pendidikan Islam*, 1(1), 32-41. <https://doi.org/10.31943/counselia.v1i1.5>
- 参考文献:**
- [1] ABDERRAHIM, F., MOHAMED, R., KHADIJA, E.K., & LAHYANI, K. (2022). 创业教育在摩洛哥卡萨布兰卡哈桑二世大学学生女性创业意向发展中的作用。湖南大学自然科学学报, 49(12), 257-264. <https://doi.org/10.55463/issn.1674-2974.49.12.26>
  - [2] ACHMAD, W., & IWANTORO, I. (2021). 伊斯兰寄宿课程管理创新创业穆罕默迪亚学校 (S-PEAM 伊斯兰寄宿学校, 巴苏鲁安市)。伊斯兰教育杂志, 6(1), 83-93. <https://doi.org/10.52615/jie.v6i1.211>
  - [3] ALI, F., ZHOU, Y., HUSSAIN, K., NAIR, P.K., & RAGAVAN, N.A. (2016). 高等教育服务质量会影响学生的满意度、形象和忠诚度吗? 教育质量保证, 24(1), 70-94. <https://doi.org/10.1108/qa-02-2014-0008>
  - [4] ARIF, M., MAULANA, T., & LESMANA, M.T. (2020)。工作纪律和工作能力对员工绩效的影响。人文杂志: 社会科学、经济与法学杂志, 4(1), 106-119. <https://doi.org/10.30601/humaniora.v4i1.515>
  - [5] ARIGA, S., & NURHAKIM, M. (2022)。达雅·穆罕默迪亚在亚齐人性格形成中的作用。坦布赛教育杂志, 6(2), 16499-16507. <https://doi.org/10.31004/jptam.v6i2.5057>
  - [6] ARNI, Y., SISWANDARI, AKHYAR, M., & ASROWI. (2022)。预测创业学习因素对学生大学创业意图的影响。湖南大学自然科学学报, 49(6), 253-262. <https://doi.org/10.55463/issn.1674-2974.49.6.26>
  - [7] 阿尼亚蒂。(2017)。创业学习设计、社会经济地位对望加锡市国立职业学校学生创业态度和能力的影 响。博士 论文, 望加锡国立大学。取自 [https://digilibadmin.unismuh.ac.id/upload/5590-Full\\_Text.pdf](https://digilibadmin.unismuh.ac.id/upload/5590-Full_Text.pdf)
  - [8] ATHUR, S.J., HISRIC, R.D., & CABRERA, N. (2012)。教育在创业过程中的重要性: 世界观。小型企业与企业发 展杂志, 19(3), 500-514. <https://doi.org/10.1108/14626001211250180>
  - [9] DOĞAN, E. (2015)。创业教育对土耳其大学生创业意向的影响。伊斯坦布尔大学计量经济学和统计学电子期刊, 23, 79-93。取自 <https://dergipark.org.tr/en/pub/iuekois/issue/27283/287198>
  - [10] HASAN, Z., & MAHYUDI, M. (2020)。亚当·斯密资本主义经济思想探析。间质: 伊斯兰经济与法律杂志, 4(1), 24-34. <https://doi.org/10.35316/istidlal.v4i1.206>
  - [11] INDRIYANI, L., & MARGUNANI, M. (2019)。人格、创业教育、家庭环境对创业兴趣的影响。经济教育分析期刊, 7(3), 848-862. <https://doi.org/10.15294/eeaj.v7i3.28315>
  - [12] LESTARI, M., & WAHYONO, W. (2021)。名人代言人和网络推广通过品牌形象对购买决策的影响。管理分析期刊, 10(2), 198-211. <https://doi.org/10.15294/maj.v10i2.45545>
  - [13] 李林和吴东 (2019)。创业教育与学生创业意向: 团队合作重要吗? 全球创业研究杂志, 9(1), 35. <https://doi.org/10.1186/s40497-019-0157-3>
  - [14] LOWE, P., RAY, C., WARD, N., WOOD, D., & WOODWARD, R. (1998)。参与农村发展: 欧洲经验回顾。纽卡斯尔: 纽卡斯尔大学农村经济中心。
  - [15] MAHENDRA, A.M., DJATMIKA, E.T., & HERMAWAN, A. (2017)。创业教育对由管理学生的动机和态度介导的创业意向的影响, 印度尼

- 西亚玛琅州立大学。国际教育研究, 10(9), 61-69。  
<https://doi.org/10.5539/ies.v10n9p61>
- [16] MARESCH, D., HARMS, R., KAILER, N., & WIMMER-WURM, B. (2016)。创业教育对理工科和商科大学课程学生创业意向的影响。技术预测与社会变革, 104, 172-179。  
<https://doi.org/10.1016/j.techfore.2015.11.006>
- [17] MUKTI, A.H. (2019)。这就是为什么还有很多毕业生失业的原因。取自  
<https://jateng.tribunnews.com/2019/01/26/ini-alasan-mengapa-masih-banyak-sarjana-menganggur>
- [18] MUNGAI, E., & VELAMURI, S.R. (2011)。父母创业榜样对男性后代的影响：总是积极的吗？何时发生？创业理论与实践, 35(2), 337-357。  
<https://doi.org/10.1111/j.1540-6520.2009.00363.x>
- [19] MURTI, T. (2018)。身体运动和知觉发展及其对小学学习的启示。小学, 26(1), 21-28。  
<https://doi.org/10.17977/um035v26i12018p021>
- [20] 中山, T. (2016)。日本的创业意向：对日本大学生的实证研究。国际商业与综合管理杂志, 5(3), 81-96。取自  
<http://www.iaset.us/download/archives/2-32-1462438572-7.%20IJBM%20-%20ENTREPRENEURIAL%20INTENTION%20IN%20JAPAN.pdf>
- [21] NURIKASARI, F., BAKAR, A., & HARIANI, L.S. (2016)。创业教育、创造力和创业动机对玛琅甘珠鲁汉大学经济教育学生创业兴趣的影响。经济教育研究杂志, 1(2), 1-10。取自  
<https://ejournal.unikama.ac.id/index.php/jrpe/article/view/1394>
- [22] PATRICIA, P., & SILANGEN, C. (2016)。创业教育对印度尼西亚创业意向的影响。DeReMa (管理发展研究)：管理杂志, 11(1), 67-86。  
<http://dx.doi.org/10.19166/derema.v11i1.184>
- [23] 普万托。(2014)。评估哈西尔贝拉哈尔。日惹：普斯塔卡·佩拉哈尔。
- [24] PUSPAYOGA, A.G. (2015)。先进企业家，富国强国。取自  
<https://koperasi.kulonprogokab.go.id/detil/211/wirau-saha-maju-negara-sejahtera>
- [25] PUTRI, N.L.W.W. (2017)。创业教育对学生创业兴趣的影响甘尼萨教育大学经济教育学生。学报经济, 9(1), 137-147。  
<https://doi.org/10.23887/jjpe.v9i1.19998>
- [26] 玛琅雷达。(2017)。UB 仍然很少有企业家校友。取自 <http://pendidikan.radarmalang.id/alumni-ub-masih-minim-yang-jadi-pengusaha/>
- [27] RATTEN, V., & JONES, P. (2021)。新冠肺炎和创业教育：对推进研究和实践的影响。国际管理教育杂志, 19(1), 100432。  
<https://doi.org/10.1016/j.ijme.2020.100432>
- [28] RAZA, M., ALYOUSSEF, I.Y., DAHRI, A.S., POLYAKOVA, A.G., ALSHEBAMI, A.S. 和 THORMAN, M. (2021)。高等教育机构创业素质教育的有效性：创业培训的中介作用。管理科学快报, 11, 1221-1230。  
<https://doi.org/10.5267/j.msl.2020.11.016>
- [29] REMBULAN, G.D., & FENSI, F. (2018)。创业教育对创业兴趣的影响。服务与创业杂志, 1(1), 65-73。  
<https://doi.org/10.30813/jpk.v1i1.1007>
- [30] 罗菲亚 (2016)。自我概念和学校环境对 2015 年乔邦 1(一) 生日市集(小屋)公共伊斯兰学校(男人)参与者创业兴趣的影响。电子期刊工作管理, 2(1), 1-11。取自  
<https://jurnal.narotama.ac.id/index.php/manajemenkinerja/article/view/90>
- [31] SABRI, D. (2011)。“学生体验”有什么问题？话语：教育文化政治研究, 32 (5), 657-667。  
<https://doi.org/10.1080/01596306.2011.620750>
- [32] SANDI, A., & NURHAYATI, M. (2020)。创业教育、家庭环境和自我效能感对学生创业意向的影响。第四届管理、经济和商业国际会议论文集, 第 9-12 页。  
<https://doi.org/10.2991/aebmr.k.200205.003>
- [33] 桑托索, F.S. (2020)。家庭环境是创业发展的起点伊斯兰教。学术细微差别：社区发展杂志, 5(1), 13-22。  
<https://doi.org/10.47200/jnajpm.v5i1.418>
- [34] SETIAWAN, D. (2016)。收入预期、家庭环境和创业教育对创业兴趣的影响（以日惹国立大学会计专业学生为例）。本科论文，日惹国立大学。取自 <https://eprints.uny.ac.id/30122/1/SkripsiFull.pdf>
- [35] SUHAMIDJAJA, S. (2011)。康塞普·凯维劳萨汉和创业教育。万隆：PT 雷玛亚·罗斯达卡里亚。
- [36] SYAFRIZALDI, S. (2018)。棉兰地区大学生自我概念与创业兴趣的关系。教育、人文和社会科学杂志, 1(2), 75-80。  
<https://doi.org/10.34007/jehss.v1i2.13>
- [37] TEDDY, D.I., & NURINGSIH, K. (2022)。创业态度取向和个人背景对创业兴趣的影响。管理与创业期刊, 4(2), 319-327。  
<https://doi.org/10.24912/jmk.v4i2.18226>
- [38] VARGAS-HERNÁNDEZ, J.G. (2021)。城市绿色创新：公共利益、领土民主化和制度设计。载于：OLIVEIRA, L., AMARO, A. 和 MELRO, A. (编辑) 文化遗产研究手册及其对领土创新和发展的影响。宾夕法尼亚州赫尔希：IGI 全球, 第 138-153 页。  
<https://doi.org/10.4018/978-1-7998-6701-2.ch008>
- [39] VÁZQUEZ-BARQUERO, A. (2006)。新欧洲周边地区的城市发展：加利西亚的维戈案例。欧洲规划研究, 14(6), 753-772。  
<https://doi.org/10.1080/09654310500496032>
- [40] 王德、王丽和陈丽 (2017)。揭示家族企业暴露对创业意向的影响。国际创业与管理期刊, 14(4)

- , 951-974 。 <https://doi.org/10.1007/s11365-017-0475-2>
- [41] WIANI, A., AHMAN, E., & MACHMUD, A. (2018)。家庭环境对梳邦县 SMK 学生创业兴趣的影响。奥科斯：经济教育与经济研究杂志, 2(2) , 122-132 。  
<https://doi.org/10.23969/oikos.v2i2.1034>
- [42] WIYONO, B.B., & WU, H.H. (2022)。调查成就动机和成就对高等教育学生领导力和创业精神的结构影响。管理科学, 12(3), 99.  
<https://doi.org/10.3390/admsci12030099>
- [43] YUSUF, R.N., MUSYADAD, V.F., ISKANDAR, Y.Z., & WIDIAWATI, D. (2021)。自我概念假设在成人学习中的意义。教育：学报, 3(4), 1144-1151。 <https://doi.org/10.31004/edukatif.v3i4.513>
- [44] ZAENUDIN, Z., & ULFAH, S.M. (2020) 。增加学习动机的指导和咨询的概念（教育心理学博士普普赛夫拉末，钶和 H.贾利教授的思想比较研究）。咨询：伊斯兰教育咨询指导杂志, 1(1), 32-41。 <https://doi.org/10.31943/counselia.v1i1.5>