

# Examining How Entrepreneurial Motivation, Family Environment, and Entrepreneurship Education Affect Students' Desire to Become Entrepreneurs, with Instrumental Readiness Serving as a Moderating Factor

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## ARTICLE INFO



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### Keywords:

Entrepreneurial Motivation; Family Environment; Entrepreneurship Education; Entrepreneurial Interest; Instrumental Readiness

### DOI:

<https://doi.org/10.33096/jmb.v10i2.647>

## ABSTRACT

The study's goal is to find out how entrepreneurial motivation, family environment, and entrepreneurship education affect the desire to be an entrepreneur among UKSW dormitory students, with instrumental readiness acting as a moderating variable. This study uses the association research method with a quantitative approach and has 152 respondents. All of them are students living in UKSW dorms and are the result of our own data processing. A formula called the Solvin formula was used to find the minimum number of respondents. This study used a non-probability sampling method, especially purposeful sampling and accidental sampling. The study shows that entrepreneurial motivation, family environment, and entrepreneurship education all have a positive effect on the entrepreneurial interest of UKSW dorm residents. The moderating variable instrumental readiness can make the effects of entrepreneurial drive, family environment, and entrepreneurship education stronger on the desire to be an entrepreneur among UKSW dormitory students.

## ABSTRAK

Tujuan penelitian adalah untuk mengetahui bagaimana motivasi berwirausaha, lingkungan keluarga, dan pendidikan kewirausahaan mempengaruhi keinginan berwirausaha pada mahasiswa asrama UKSW, dengan kesiapan instrumental sebagai variabel moderasi. Penelitian ini menggunakan metode penelitian asosiasi dengan pendekatan kuantitatif dan mempunyai 152 responden. Semuanya merupakan mahasiswa yang tinggal di asrama UKSW dan merupakan hasil olah data kami sendiri. Rumus yang disebut rumus Solvin digunakan untuk mencari jumlah minimum responden. Penelitian ini menggunakan metode non-probability sampling, khususnya purposive sampling dan aksidental sampling. Hasil penelitian menunjukkan bahwa motivasi berwirausaha, lingkungan keluarga, dan pendidikan kewirausahaan semuanya berpengaruh positif terhadap minat berwirausaha penghuni asrama UKSW. Variabel moderating kesiapan instrumental dapat memperkuat pengaruh dorongan berwirausaha, lingkungan keluarga, dan pendidikan kewirausahaan terhadap keinginan berwirausaha pada mahasiswa asrama UKSW.



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## INTRODUCTION

Data from the Central Statistics Agency (BPS) in February 2023 shows that there are 7.99 million unemployed people in Indonesia, around 5.45 percent of the total workforce of 146.62 million people. The high number of sarja graduates every year causes job competition to be tighter, coupled with the economic crisis that increases unemployment. However, there is still a lack of student interest in entrepreneurship and a lack of independence in doing business is a problem in itself. Previous research has shown mixed results. Research conducted by Putra & Ramantha (2021), mentioning that entrepreneurial motivation has a positive effect on entrepreneurial interest, but the research conducted Agusra (2021), stating that the motivation

has no significant effect. Research conducted by Arisanti & Nafitasari (2020), mentioned that the family environment has a positive effect on entrepreneurial interest, but the research conducted (Gultom, 2021), mentioning that the family environment does not have a significant influence on entrepreneurial interest. Research conducted by Yanti (2019) mentioned that entrepreneurship education has a positive effect on entrepreneurial interest, but research conducted by Mahayasa et al., (2022), states that entrepreneurship education does not have a significant influence on entrepreneurial interest.

From the differences in the results of previous studies, researchers are interested in conducting research on the influence of entrepreneurial motivation, family environment, and entrepreneurship education on entrepreneurial interest, with the addition of instrumental readiness variables as moderation variables. Previous research has not considered instrumental readiness as a moderation variable in research. The formulation of the problem raised is 1) Does entrepreneurial motivation have a positive effect on students' entrepreneurial interest? 2) Does the family environment have a positive effect on students' entrepreneurial interest? 3) Does entrepreneurship education have a positive effect on students' entrepreneurial interest? 4) Does instrumental readiness moderate the influence of entrepreneurial motivation on student entrepreneurial interest? 5) Does instrumental readiness moderate the influence of the family environment on students' entrepreneurial interests? 6) Does instrumental readiness moderate the influence of entrepreneurship education on students' entrepreneurial interest?

This study aims to: 1) Knowing the motivation for entrepreneurship has a positive effect on students' entrepreneurial interest. 2) Knowing the family environment has a positive effect on students' entrepreneurial interest. 3) Knowing that education has a positive effect on students' entrepreneurial interest. 4) Knowing instrumental readiness moderates the influence of entrepreneurial motivation on student entrepreneurial interest. 5) Knowing instrumental readiness to moderate the influence of the family environment on student entrepreneurial interest. 6) Knowing instrumental readiness to moderate the influence of entrepreneurship education on student entrepreneurial interest.

The Theory of Planned Behavior TPB explains that there are three factors that shape a person's interests, namely attitudes towards behavior, subjective norms, and behavioral control. SDGs view interest as a predictor of behavior because it reflects the extent to which a person is willing to take concrete action. SDGs are also often used in research on entrepreneurship because interest in entrepreneurship has a strong relationship with entrepreneurial behavior. Attitude towards behavior in entrepreneurship is expressed in the form of a positive attitude towards starting a business, that is, individual feelings that arise based on his beliefs to start a business. Subjective norms in entrepreneurship refer to a strong drive from the environment, such as family, friends, or community, to start a business. Behavioral control in entrepreneurship is related to an individual's ability to control entrepreneurial behavior (Indrayanti & Iskandar, 2020).

Entrepreneurial interest is a psychological symptom that indicates focus and motivation to take action to become an entrepreneur, accompanied by feelings of pleasure because it can provide benefits for him (Kodrati & Christina, 2020). The feeling of pleasure or satisfaction that comes from the belief that entrepreneurship can provide benefits, not only for oneself but also perhaps for others or the wider community, is an important element of entrepreneurial interest. It reflects the sense of satisfaction that comes from the idea of creating something of value and making a positive impact.

Entrepreneurial interests can also include a sense of enthusiasm, interest, and a desire to

engage in the exploration of business opportunities. All of this together forms a mindset that supports concrete steps towards entrepreneurship. The importance of understanding and measuring entrepreneurial interest in a psychological context helps in identifying and supporting individuals who have the potential to become successful entrepreneurs (Kim-Soon et al., 2014).

Interest in becoming an entrepreneur can be interpreted as a person's desire to work independently or manage his own business (Mahanani & Sari, 2018). A person's interest in entrepreneurship is also an attitude or attitude he has. In addition, the interest also indicates the direction a person takes in forming his own business rather than being an employee in an organization. The indicators used to measure the demand for entrepreneurship according to (Kim-Soon et al., 2014) that is, entrepreneurial intention for the short term and entrepreneurial intention for the future.

The presence of motivation is essential in this aspect of our daily life, since it is at the core of the regulation of biological, cognitive and social functioning (Dunn & Zimmer, 2020). In this case, motivation involves aspects of energy, direction, perseverance, and intention. Goals and motives play an important role in predicting human behavior. This indicates a link between intention, motivation, and behavior (Kim-Soon et al., 2014). Entrepreneurship is a person's drive to become a young entrepreneur and start their own business (Autumn and October 2020). This drive can come from a variety of factors, such as the desire to achieve financial independence, achieve success in a career, or meet personal and family needs. The indicators to measure entrepreneurial motivation according to (Kim-Soon et al., 2014), that is, behavioral control, subjective norms and attitudes towards entrepreneurship.

The first and most influential education for a child comes from his family environment (Indrayanti & Iskandar, 2020). The family environment has a significant influence on mindset and decision-making, especially for students or students who are ready to enter the workforce. Indicators for measuring the family environment according to Sulistyowati et al. (2016) in family support and parental work.

Entrepreneurship education is a learning process that aims to provide the knowledge and skills needed in developing entrepreneurial competencies (Kodrati & Christina, 2020). Entrepreneurship education involves various types of education and training processes to influence individual attitudes, behaviors, values, or intentions towards the idea of building a business independently as a career that can be realized in society. Indicators used to measure entrepreneurship education according to Minub et al in Syaifudin & Sagoro (2017) namely curriculum, quality of educators, and teaching and learning facilities.

Instrumental readiness is three environmental factors, namely access to capital, information, and social networks (Tessema Gerba, 2012). Sesen (2013) said that, capital is one of the very important factors to start a business. Interest in the world of entrepreneurship can grow and expand significantly when individuals have access to adequate information. This includes the success of various businesses, available opportunities, market dynamics, support from the government and entrepreneurship-related institutions, as well as assistance from universities in the form of entrepreneurship training and education. Social networks become an integral part of the entrepreneurial process because forming a social network means that there is a process of mutual exchange of information and resources between two or more people who support each other's activities (Sesen, 2013).

The indicators used to measure instrumental readiness variables according to Indarti & Rostiani (2008), i.e. access to capital, access to information and access to social networks.

Hypothesis: H1: Entrepreneurial motivation has a positive effect on students' entrepreneurial interest. H2: The family environment has a positive effect on students' entrepreneurial interest. H3: Entrepreneurship Education has a positive effect on students' entrepreneurial interest. H4: Instrumental readiness moderates the influence of entrepreneurial motivation on students' entrepreneurial interest. H5: Instrumental readiness moderates the influence of the family environment on students' entrepreneurial interests. H6: Instrumental readiness moderates the influence of entrepreneurship education on students' entrepreneurial interest.

## RESEARCH METHOD

This study uses an associative quantitative approach that aims to measure how much influence between two or more variables. The population in this study is all students who live in UKSW student dormitories, namely in UKSW Kartini dormitory and UKSW Notohamidjojo dormitory with a total of 238 students. The sample technique applied in this study is Non Probability Sampling, especially Purposive Sampling and Accidental Sampling. The criteria that are required in sampling include: being a student of UKSW and living in a UKSW dormitory for at least 1 year. Students who will be sampled in this study will be sent statements to be answered with answer choices that have been determined by researchers through questionnaires distributed online.

The calculation of sample determination in this study used the Slovin method with a tolerance degree of 5% (0.05). From the results of these calculations, the respondents who will be used as a sample in this study are 149.21 or rounded up to at least 150 respondents. This study used primary data collected through an online questionnaire of 152 respondents who filled in completely and met the criteria. Response data was measured using a 5-point Likert scale, Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1).

**Table 1. Variable Operational Definition**

Variable	Definisi	Indicator	Scale Likert
Entrepreneurial Motivation (X1)	Entrepreneurial motivation is a person's drive to become a young entrepreneur and start their own business (In October 2020).	- Behavioral Control - Subjective norms - Attitude towards entrepreneurship	1-5
Family Environment (X2)	The first and most influential education for a child comes from his family environment (Indraswati et al., 2020)	- Family support - Parents' work	1-5
Entrepreneurship Education (X3)	Entrepreneurship education is a learning process that aims to provide the knowledge and skills needed in developing entrepreneurial competencies (Kodrati dan Christina 2021).	- Curriculum - Quality of educators - Teaching and learning facilities	1-5
Entrepreneurial Interest (Y)	Entrepreneurial interest is a psychological symptom that indicates focus and motivation to take action to become an entrepreneur, accompanied by feelings of pleasure because it can	Entrepreneurial intentions for the short term Entrepreneurial intentions for the future	1-5

provide benefits for him. (Mahanani dan Sari 2018)).

Kesiapan Instrumental (Z)	Instrumental readiness is three environmental factors, namely access to capital, information, and social networks (Kristianto and Suharno 2019).	- Access to capital - Access to information - Access to social networks	1-5
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Source: Data Processed, 2023

## 1. Data Analysis Techniques

This study used statistical calculation data analysis techniques by applying SPSS software version 23. After the data needed in this study is collected, then the next is carried out, the quality test of the instrument which includes validity and reliability tests, then the prerequisite analysis test is used classical assumption test methods, then hypothesis tests and data analysis use multiple regression and moderation data analysis techniques.

The results of the Entrepreneurial Motivation Validation Test, show that all statements on the research questionnaire in the entrepreneurial motivation variable (X1) have a greater value result  $> r$  table using  $r$  table 0.160 with a significance value of 5% ( $\alpha = 0.05$ ) so that all statements for the entrepreneurial motivation variable in this research questionnaire are declared valid. The results of the Family Environment Validation Test (X2), showed that all statements on the research questionnaire in the family environment variable (X2) had a greater value result  $> r$  table using  $r$  table 0.160 with a significance value of 5% ( $\alpha = 0.05$ ) so that all statements for family environment variables in this research questionnaire were declared valid.

The results of the Entrepreneurship Education Validation Test (X3), show that all statements on the research questionnaire in the entrepreneurship education variable (X3) have a greater value result  $> r$  table using  $r$  table 0.160 with a significance value of 5% ( $\alpha = 0.05$ ) so that all statements for the entrepreneurship education variable in this research questionnaire are declared valid. The results of the Entrepreneurship Education Validation Test (X3), show that all statements on the research questionnaire in the entrepreneurship education variable (X3) have a greater value result  $> r$  table using  $r$  table 0.160 with a significance value of 5% ( $\alpha = 0.05$ ) so that all statements for the entrepreneurship education variable in this research questionnaire are declared valid.

Test Results Validation of Entrepreneurship Education (X3), shows that all statements on the research questionnaire in the entrepreneurship education variable (X3) have a greater value result  $> r$  table using  $r$  table 0.160 with a significance value of 5% ( $\alpha = 0.05$ ) so that all statements for the entrepreneurship education variable in this research questionnaire are declared valid. The results of the Reliability Test, reliability testing with Cronbach's Alpha value greater than the coefficient value for the variables of entrepreneurial motivation, family environment, entrepreneurship education, entrepreneurial interest and instrumental readiness have a coefficient value of 0.60. It can be concluded that the questionnaire used to measure the variables of entrepreneurial motivation, family environment, entrepreneurial education, entrepreneurial interest and instrumental readiness is declared reliable.

## RESULTS AND DISCUSSION

### Result

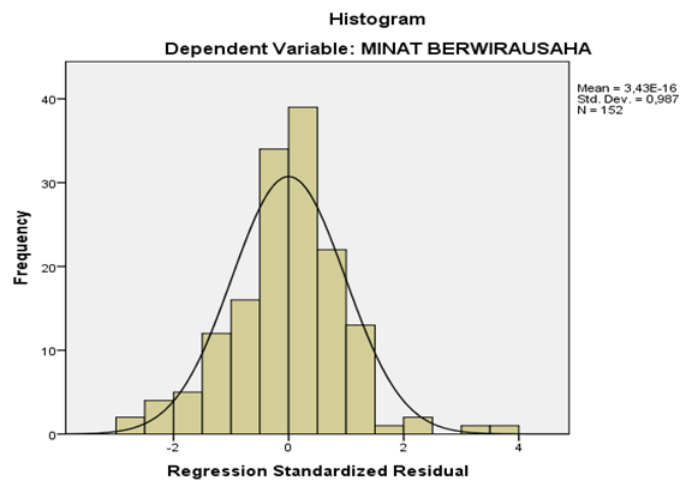
#### 1. Identities Respond

The Study Program shows that there are variations in students from various study

programs who fill out questionnaires in this study, students from the Informatics and Computer Engineering Education study program become the majority in filling out this research questionnaire. Age, gender, having a business/business, length of business, and parents/family who own a business, show that the majority of respondents who filled out the questionnaire of this study were 23 years old. Respondents who filled out the questionnaire of this study were dominated by women. Only 11 students out of 152 students who were respondents in this study already had their own businesses, the majority of long-running businesses for students who already had their own businesses, namely 1 year, and only 66 students out of 152 students who were respondents in this study had parents/families who had businesses.

## 2. Normality Test

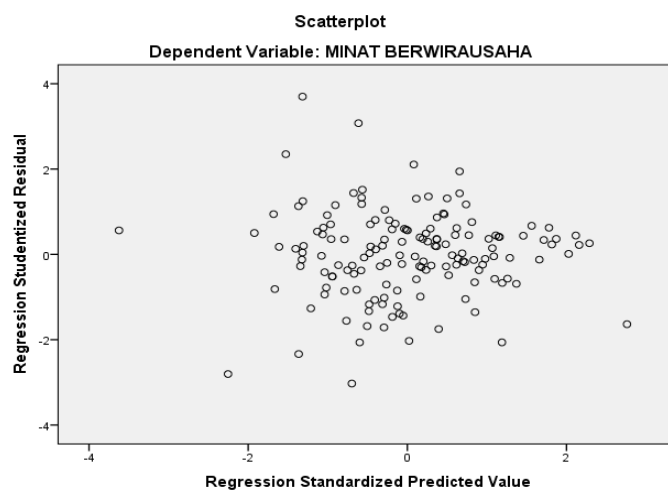
The results of the Normality test can be seen in Figure 1. Histogram chart as follows.



**Picture 1. Histogram Chart**

It can be seen on the histogram graph that the residuals are normally distributed and symmetrical in shape do not deviate to the right or left, so it can be concluded that this study is normally distributed.

## 3. Heteroscedasticity Test



**Picture 2. Scatterplot**

It can be seen in Figure 2. Scatterplots have a clear pattern, points do not spread above and below zero, and do not form a certain pattern regularly so that it can be concluded that there are no symptoms of heteroscedasticity.

#### 4. Uji Multikolinearitas

The results of the Multicollinearity test can be seen in Table 10. The results of the Multicollinearity Test are as follows.

**Table 2. Multicollinearity Test**

Collinearity Statistics		
	Tolerance	BRIGHT
Entrepreneurial Motivation	,598	1,671
Family Environment	,725	1,380
Entrepreneurship Education	,756	1,322
Kesiapan Instrumental	,598	1,671

Source: Data Processed, 2023

In the multicholinerarity test, it is known that the variables of entrepreneurial motivation, family environment, entrepreneurial education, and instrumental readiness have a tolerance value of  $> 0.10$  and a VIF value of  $< 10.00$  so that multicholinerarity does not occur.

#### 5. T Test

**Table 3. Hypothesis test results 1**

		Unstanderzided Coefficients		Standardized Coefficients	t	Sig.
		B	Std. error	Beta		
1	Constant	1,544	4,320		,357	,721
	Entrepreneurial Motivation	,592	,059	,635	10,068	,000

Source: Data Processed, 2023

Based on the partial test H1, it is known that the significance value of the entrepreneurial motivation variable on the entrepreneurial interest variable is  $0.00 < 0.05$  and the t value is calculated  $> \text{table}$  ( $10.068 > 1.665$ ) so that it can be concluded that H1 is accepted, which means that there is an influence between entrepreneurial motivation and entrepreneurial interest.

**Table 4. Results of Model Summary Test Hypothesis 1**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,635a	,403	,399	6,495

Source: Data Processed, 2023

Known in Table 4. The results of the Model Summary Test Hypothesis 1, the R Square value of 0.403 means that the contribution of the influence of entrepreneurial motivation variables on entrepreneurial interest is 40.3%.

**Table 5. Hypothesis test results 2**

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. error	Beta		
1	Constant	20,936	3,540		5,914	,000
	Family Environment	1,134	,166	,486	6,813	,000

Source: Data Processed, 2023

In the partial test H2, it is known that the significance value of the family environment variable on the variable of entrepreneurial interest is  $0.00 < 0.05$  and the t value is calculated  $>$  table ( $6.813 > 1.665$ ) so that it can be concluded that H2 is accepted which means that there is an influence between the family environment on entrepreneurial interest.

**Table 6. Results of Model Summary Test Hypothesis 2**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,486a	,236	,231	7,347

Source: Data Processed, 2023

Known in Table 6. The results of the Model Summary Test Hypothesis 2 R Square value of 0.236 mean that the contribution of family environment variables on entrepreneurial interest is 23.6%.

**Table 7. Hypothesis test results 3**

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. error	Beta		
1	Constant	32,786	3,577		9,165	,000
	Entrepreneurship Education	,342	,101	,267	3,391	,001

Source: Data Processed, 2023

In the partial test H3, it is known that the significance value of the entrepreneurial education variable on the variable of entrepreneurial interest is  $0.00 < 0.05$  and the t value is calculated  $>$  table ( $3.391 > 1.665$ ) so that it can be concluded that H3 is accepted, which means that there is an influence between entrepreneurship education and entrepreneurial interest.

**Table 8. Results of Model Summary Test Hypothesis 3**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,267a	,071	,065	8,103

a. Predictors: (Constant), Entrepreneurship Education

Source: Data Processed, 2023

Known in Table 8. The results of the Model Summary Test Hypothesis 3 R Square value of 0.071 mean that the contribution of the influence of entrepreneurial education variables on entrepreneurial interest is 07.1%.

## 6. Test F

**Table 9. F Test Results**



		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4808,435	3	1602,812	40,936	,000b
	Residual	5794,828	148	39,154		
	Total	10603,263	151			

a. Dependent Variable: Minat Berwirausaha

b. Predictors: (Constant), Entrepreneurship Education, Entrepreneurial Motivation, Family Environment

Source: Data Processed, 2023

Based on Table 9. The results of the F Test are known to mean values are  $0.000 < 0.05$  and F values are calculated  $> F$  tables ( $40.936 > 2.67$ ) it can be concluded that H1, H2, and H3 are accepted so that entrepreneurial motivation, family environment and entrepreneurial education simultaneously affect entrepreneurial interest.

#### 7. Coefficient of Determination Analysis

The results of the coefficient of determination analysis can be seen in Table 10. The results of the Coefficient of Determination Analysis are as follows.

**Table 10. Results of Coefficient of Determination Analysis**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,673a	,453	,442	6,257

a. Predictors: (Constant), Entrepreneurship Education, Entrepreneurial motivation, Family Environment

Source: Data Processed, 2023

Based on the results of the coefficient of determination test, an adjusted R square value of 0.442 (44.2%) was obtained. It can be concluded that the independent variable in this study has an influence on the dependent variable by 44.2%, while the remaining 55.8% is explained by variables other than the independent variable in this study.

#### 8. Multiple Regression Analysis and Moderation

**Table 11. Hypothesis test results 4**

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. error	Beta		
1	Constant	14,992	5,001		2,998	,003
	Entrepreneurial Motivation	,230	,096	,246	2,386	,018
	Entrepreneurial Motivation x Instrumental Readiness	,017	,004	,475	4,597	,000

Source: Data Processed, 2023

From the results of multiple regression analysis in Table 11. The results of Hypothesis 4 Test are known to be calculated t values  $> t$  tables on H4 ( $4.597 > 1.665$ ) then  $H_0$  is rejected, so it can be concluded that there is a significant influence that instrumental readiness can moderate the influence of entrepreneurial motivation on entrepreneurial interest.

**Table 12. Results of Model Summary Test Hypothesis 4**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,691a	,477	,470	6,098

Source: Data Processed, 2023

Known in Table 12. The results of the Model Summary Test Hypothesis 4, the R Square value of 0.477 is greater than the R Square value in Table 14. The results of the Model Summary Test Hypothesis 1 of 0.403 with an increase in the value of R Square mean that instrumental readiness can strengthen the influence of entrepreneurial motivation on entrepreneurial interest, after the moderation variable of instrumental readiness with a contribution value of 47.7%.

**Table 13. Hypothesis test results 5**

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. error	Beta		
1	Constant	30,256	3,353		9,024	,000
	Family Environment	-,214	,241	-,092	-,890	,375
	Family Environment x Instrumental Readiness	,086	,012	,724	7,020	,000

Source: Data Processed, 2023

From the results of multiple regression analysis in Table 13. The results of Hypothesis Test 5 are known to be calculated t values > t tables on H5 (7.020 > 1.665) then Ho is rejected, so it can be concluded that there is a significant influence that instrumental readiness can moderate the influence of the family environment on entrepreneurial interest.

**Table 14. Results of Model Summary Test Hypothesis 5**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,653a	,426	,418	6,390

Source: Data Processed, 2023

Known in Table 14. The results of the Model Summary Test Hypothesis 5, the R Square value of 0.426 is greater than the R Square value. The results of the Model Summary Test Hypothesis 2 of 0.236 with an increase in the value of R Square mean that instrumental readiness can strengthen the influence of the family environment on entrepreneurial interest, after the moderation variable of instrumental readiness with a contribution value of 42.6%.

**Table 15. Hypothesis test results 6**

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. error	Beta		
1	Constant	44,173	3,229		13,678	,000
	Entrepreneurship Education	-,660	,144	-,515	-4,595	,000
	Entrepreneurship Education x Instrumental Readiness	,064	,008	,957	8,539	,000

Source: Data Processed, 2023

From the results of multiple regression analysis in Table 15. The results of Hypothesis Test 6 are known to be calculated t values > t tables on H6 (8.539 > 1.665) then Ho is rejected, so it can be concluded that there is a significant influence that instrumental readiness can moderate the influence of entrepreneurship education on entrepreneurial interest.

**Table 16. Results of Model Summary Test Hypothesis 6**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,613a	,376	,368	6,662

Source: Data Processed, 2023

Known in Table 16. The results of the Model Summary Test Hypothesis 6, the R Square value of 0.376 is greater than the R Square value. The results of the Model Summary Test Hypothesis 3 of 0.071 with an increase in the value of R Square mean that instrumental readiness can strengthen the influence of entrepreneurship education on entrepreneurial interest, after the moderation variable of instrumental readiness with a contribution value of 37.6%.

### **Discussion**

#### ***The Influence of Entrepreneurial Motivation on Student Entrepreneurial Interest***

The results showed that entrepreneurial motivation had a positive effect on entrepreneurial interest in students living in dormitories. This means, the higher the motivation. In other words, the higher a person's entrepreneurial motivation, the greater his interest in getting involved in the business world. This could mean that internal drives or factors that drive a person to start and develop a business venture contribute positively to their desire to engage in entrepreneurial activity.

In the context of students living in dormitories, there may be environmental factors or experiences of living in dormitories that also play a role in influencing motivation and interest in entrepreneurship. For example, interaction with fellow students, access to resources or entrepreneurship training in a dormitory environment can play an important role in shaping students' attitudes and interests towards entrepreneurship.

Support for these findings was also found in the study Abdullah dan Septiany (2019) which states that strong motivation in entrepreneurship drives success. If college students have the drive to live independently, they are more likely to start a business. Other research by Agusmiati and Wahyudin (2019), Harie dan Andayanti (2020), Susanti (2021) and Khaerani dan Handayanti (2022) It also supports a positive relationship between entrepreneurial motivation and entrepreneurial interest, suggesting that high motivation has the potential to produce successful entrepreneurs. Thus, motivating students to have an interest in entrepreneurship can be an effective strategy to increase their participation in entrepreneurship.

#### ***The Influence of the Family Environment on Student Entrepreneurial Interest***

The results showed that the family environment had a positive influence on the entrepreneurial interest of students living in UKSW dormitories. This means, the family environment can influence students' views and interests in entrepreneurship, especially through active encouragement and support from parents and other family members. One key aspect in these findings was the active encouragement and support provided by parents and other family members. This support can include a variety of things, such as providing an understanding of

the business world, providing positive encouragement, or perhaps even providing start-up capital or other resources needed to start a business.

The family environment can provide a solid foundation for the development of entrepreneurial interest, because the values, norms, and experiences received in the family environment can shape a person's attitude and outlook on life towards entrepreneurship. Therefore, the role of family as a source of support and inspiration can help students feel more confident and motivated to pursue the path of entrepreneurship.

Emotional support, education, and positive values related to entrepreneurship from the family environment can have a significant impact on students' entrepreneurial interests. This finding is also reinforced by research Julindrastuti and Karyadi (2022) and Khairinal *et al.*, (2022), which confirms that the family environment influences entrepreneurial interest. When a person grows up in a family that has a history as a trader or entrepreneur, they tend to follow in the footsteps of their family. Research by Bahri and Trisnawati (2021), R. Wahyuningsih (2020), as well as research Ubaidillah *et al.*, (2021), also in line with these findings, suggests that a family environment that supports the venture and provides opportunities for children to get involved in business can positively influence entrepreneurial interest. Thus, the family environment has an important role in shaping students' entrepreneurial interests.

### ***The Influence of Entrepreneurship Education on Student Entrepreneurial Interest***

Result Research shows that entrepreneurship education has a positive effect on entrepreneurial interest in students living in UKSW dormitories, showing that students who take entrepreneurship education tend to have a greater interest in entrepreneurship. In particular, students who attend entrepreneurship programs or subjects tend to show a greater interest in the world of business and entrepreneurship.

Education Entrepreneurship can provide the practical knowledge, skills, and understanding necessary to start and manage a business venture. This can include aspects such as business planning, financial management, marketing, and innovation. Thus, students involved in entrepreneurship education can feel more prepared and confident to undergo the entrepreneurial journey.

In addition, entrepreneurship education can also shape attitudes and mindsets that support entrepreneurship. Students may become more open to business opportunities, more creative in finding solutions, and more willing to take risks after joining the program

Education Entrepreneurship not only provides students with theoretical knowledge about the business world, but also equips them with invaluable practical skills. Some of the key aspects you mentioned, such as understanding business concepts, business planning, market analysis, and financial management, are all important components in running and managing a business venture.

Education Entrepreneurship also helps students develop the ability to identify new business opportunities, which is a critical skill in dealing with a dynamic business environment. The ability to spot opportunities, analyze market potential, and develop strategies to take advantage of those opportunities is at the core of successful entrepreneurship. In addition, entrepreneurship education can also stimulate creativity and innovation, helping students think of new solutions to business challenges. Thus, they not only understand how the business functions in general, but can also apply their creative thinking to come up with innovative ideas.

Overall, entrepreneurship education provides a solid foundation for students to understand, plan, and run their own businesses in the future. This research received support from research by Karen Hapuk *et al.*, (2020) which shows that entrepreneurship education has a positive impact on students' entrepreneurial interest. Other research conducted by Kardiana and Jasmine (2019), Kodrati dan Christina (2021) and (Naiborhu and Susanti 2021) Also in line with these findings, it shows that entrepreneurship education partially has a positive impact on entrepreneurial interest. The more intensive entrepreneurship education students receive, the higher their intention to become entrepreneurs, especially considering the current limited employment opportunities.

### ***The Effect of Instrumental Readiness in Moderating the Influence of Entrepreneurial Motivation, Family Environment, and Entrepreneurship Education on Student Entrepreneurial Interest***

Result Research shows that instrumental readiness moderates the influence of entrepreneurial motivation, family environment, and entrepreneurship education on students' entrepreneurial interest in UKSW dormitories. This finding is interesting because it indicates that instrumental readiness serves as a moderating factor that influences the extent to which entrepreneurial motivation, family environment, and entrepreneurial education influence students' entrepreneurial interest in Satya Wacana Christian University (UKSW) dormitories.

Instrumental readiness can refer to how well students can apply knowledge and skills gained from entrepreneurial motivation, family environment, and entrepreneurship education into practical contexts or real situations. For example, students who have a high level of instrumental readiness may be better able to implement learned business concepts in real-life situations. Conversely, students with low instrumental readiness may have difficulty applying such knowledge and skills in practical contexts.

With instrumental readiness as a moderator, the results show that the impact of entrepreneurial motivation, family environment, and entrepreneurship education on entrepreneurial interest can vary depending on how ready students are to apply these knowledge and skills. It provides further insight into the complexity of the factors that influence entrepreneurial interest and how the interaction between them can contribute to the end result.

This means that instrumental levels of readiness (access to capital, social networks, access to information) can amplify the influence of entrepreneurial motivation on entrepreneurial interest. Instrumental readiness also moderates the influence of the family environment on entrepreneurial interest, so students with adequate access to capital, social networks, and information are more likely to have a strong entrepreneurial interest. In addition, instrumental readiness moderates the influence of entrepreneurship education on entrepreneurial interest, so that students who have good access to resources can more effectively apply the knowledge and skills gained from entrepreneurship education.

This discovery is supported by previous research conducted by Mat *et al.*, (2015), (Indarti dan Rostian 2008), (Sullivan dan Ford 2014), highlighting the important role of financial support, access to information, and social networks in shaping entrepreneurial interests and activities. In other words, instrumental readiness acts as a reinforcement that influences motivation, family environment, and entrepreneurial education in shaping the entrepreneurial interest of students living in UKSW dormitories.

## **CONCLUSIONS**

Based on the results of research analysis in the previous chapter, several research results can be concluded. First, that entrepreneurial motivation has a positive effect on the entrepreneurial interest of students living in UKSW dormitories. Second, that the family environment has a positive effect on the entrepreneurial interest of students living in UKSW dormitories. Third, entrepreneurship education has a positive effect on the entrepreneurial interest of students living in UKSW dormitories. Fourth, that instrumental readiness moderates the influence of entrepreneurial motivation on the entrepreneurial interest of students living in UKSW dormitories. Fifth, that instrumental readiness moderates the influence of the family environment on the entrepreneurial interest of students living in UKSW dormitories. Sixth, the test results on H4 show that instrumental readiness moderates the influence of entrepreneurship education on the entrepreneurial interest of students living in UKSW dormitories. Suggestions for future research can broaden the scope of respondents, as well as add some open-ended questions about entrepreneurial motives and identify what kind of roles and encouragements from family students get.

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