

## The Effect of Economic Conditions, Family Environment and Self-Efficacy on Entrepreneurial Interests of Economics Department Students at Mataram University

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**Abstract** This study aims to determine the influence of economic conditions, family environment, and self-efficacy on entrepreneurial interest among students of the Economics Department at the University of Mataram. The research employs a quantitative approach using multiple linear regression analysis. A total of 50 students were selected through proportional stratified random sampling. Data were collected using a Likert-scale questionnaire and analyzed with SPSS software. The results indicate that both simultaneously and partially, all three independent variables—economic conditions, family environment, and self-efficacy—have a positive and significant effect on entrepreneurial interest. The  $R^2$  value of 0.559 shows that 55.9% of the variation in entrepreneurial interest can be explained by these variables. These findings suggest that a combination of external support and personal confidence plays a crucial role in fostering students' entrepreneurial motivation.

**Keywords:** *Economic Conditions, Family Environment, Self-Efficacy, Entrepreneurial Interest*

### INTRODUCTION

In the era of globalization and rapid economic development, the challenge of getting a job is one of the significant issues among college graduates. The phenomenon of increasing numbers of educated unemployed in Indonesia shows a gap between the world of education and the needs of the labor market. One solution that can be attempted to overcome this problem is to foster an entrepreneurial spirit among students. Entrepreneurship not only creates jobs for individuals, but also has the potential to contribute to the economy of a region, either through the creation of innovation, increasing community income, or reducing unemployment rates.

Economic conditions are one of the factors that influence a person's decision to become an entrepreneur. Students who come from families with economic limitations tend to have a greater drive to create business opportunities to improve their financial condition. Conversely, students who come from families with a stable economy may be less motivated to start a business because they feel there is no economic pressure. Therefore, it is important to understand the extent to which

economic conditions influence students' interest in entrepreneurship.

Based on data from the Central Statistics Agency (BPS), the number of workers in February 2019 was 136.18 million people, an increase of 2.24 million people compared to February 2018. In line with the increase in the number of workers, the Labor Force Participation Rate (TPAK) also increased by 0.12 percentage points. In the past year, unemployment has decreased by 50 thousand people, in line with the TPT which fell to 5.01 percent in February 2019. In terms of education level, the TPT for Vocational High Schools (SMK) is still the highest among other education levels, at 8.63 percent. The working population is 129.36 million people, an increase of 2.29 million people from February 2018.

The employment sectors that experienced an increase in the percentage of the working population were mainly in the Provision of Accommodation and Food and Beverage (0.43 percentage points), Trade (0.39 percentage points), and Construction (0.34 percentage points). Meanwhile, the employment sectors that experienced a decrease were mainly in Agriculture (1.00 percentage points); Government Administration (0.23

percentage points); and Information and Communication (0.06 percentage points). A total of 74.08 million people (57.27 percent) work in informal activities. Over the past year (February 2018–February 2019), informal workers decreased by 0.95 percentage points. However, the unemployment rate in Indonesia is still high (Wardani & Woli, 2021).

In Indonesia, the number of individuals looking for work is not in line with the availability of jobs, causing many people to be unable to obtain employment opportunities. As a result, the unemployment rate continues to increase. Every year, a large number of students graduate from universities, both state and private, which should be able to improve the quality of human resources in Indonesia. Ideally, this can make a positive contribution to the Indonesian economy. However, in reality, there are still many people who are unemployed because the business sector is unable to absorb all the available workforce. Entrepreneurial interest can be seen from a person's willingness to work hard and diligently in order to achieve the progress of his business. In addition, entrepreneurial interest also involves the willingness to bear various risks associated with the business actions taken, and being willing to take new paths and ways.

In both global and national contexts, developing entrepreneurial interest among the younger generation, especially students, is a priority. As future economic drivers, students are expected to have the ability and interest to create new business opportunities that contribute to economic development, especially in their region. Interest in entrepreneurship is not formed instantly, but is influenced by various factors. Such as economic conditions, both at the individual level and the surrounding environment, are one of the important aspects that can determine the extent to which someone has the desire to start a business. On the other hand, the family environment also plays a significant role,

because values, support, and encouragement from the family can influence students' perceptions of entrepreneurship. In addition, internal factors such as self-efficacy or self-confidence in the ability to face challenges and manage a business are also key factors that drive interest in entrepreneurship.

Students as the younger generation and agents of change have a strategic role in encouraging the development of entrepreneurship. However, the reality in the field shows that the interest in entrepreneurship among students is still relatively low. Many students still have the mindset to work as employees in government agencies or private companies after graduating. This is caused by various factors, both internal and external, such as the economic conditions of the family, the living environment, and the level of self-efficacy of the students themselves.

Economics students at the University of Mataram, as individuals who have gained a theoretical understanding of economics and business, have great potential to become entrepreneurs. However, this potential needs to be supported by various factors, both from the environment and from the individual's own beliefs. Therefore, it is important to understand how economic conditions, family environment, and self-efficacy influence their interest in entrepreneurship. This study aims to analyze the influence of economic conditions, family environment, and self-efficacy on entrepreneurial interest in economics students at the University of Mataram. By understanding this relationship, it is hoped that the results of the study can contribute to designing effective strategies to increase entrepreneurial interest among students.

## **THEORETICAL BASIS**

### **a. Entrepreneurship**

Entrepreneurship comes from the words *wira* and *usaha*, *wira* means a superior human being while *usaha* means doing something so that an

entrepreneur is someone who has an advantage in running a business in this case containing an understanding of something that is business-like. An entrepreneur is someone who develops new products or new ideas and builds a business with a new concept, in this case requiring a certain amount of creativity and an ability to see the prevailing trends to become an entrepreneur (Rianti, Hendrianto, & Khudori, 2022).

Entrepreneurship is the process of creating, developing, and managing a business with the aim of achieving profit and providing benefits to the surrounding environment. The concept of entrepreneurship emerged from the need to understand how individuals take risks, create opportunities, and innovate to advance the economy. Experts have put forward various perspectives on entrepreneurship, ranging from economic, psychological, behavioral, to social theories.

In economic theory, entrepreneurship is seen as a major driver of economic growth. Joseph Schumpeter emphasized the role of entrepreneurs as innovators who create "creative destruction." That is, entrepreneurs create something new—a product, service, or process—that replaces the old system. This innovation drives efficiency, productivity, and creates added value for the economy. Jean-Baptiste Say also emphasized that entrepreneurs are individuals who combine production factors such as land, labor, and capital to create useful output (Indraswati, Hidayati, Wulandari, & Mauliyada, 2021).

Psychological theories of entrepreneurship focus on the internal factors of an individual that drive someone to become an entrepreneur. David McClelland introduced the concept *Need for Achievement* (N-Ach) or drive to achieve. Individuals with high motivation tend to be willing to take risks and have a strong desire to achieve

success. In addition, the theory *locus of control* which was put forward by Rotter, states that entrepreneurs tend to have internal *locus of control*, namely the belief that success is determined by their own efforts and decisions, not external factors. This attitude provides self-confidence and encouragement to face challenges.

In a behavioral perspective, entrepreneurship is defined as a real action to create a new business. Peter Drucker stated that entrepreneurship is not only a creative idea, but also a discipline that can be learned and practiced. Entrepreneurs are required to act proactively, think strategically, and be able to manage risk. This approach emphasizes the importance of the process in entrepreneurship, starting from identifying opportunities, business planning, to execution and business development.

Social entrepreneurship theory emphasizes the influence of the environment on a person's decision to become an entrepreneur. Family, cultural, and community environments play an important role in shaping entrepreneurial values. Individuals who grow up in families with an entrepreneurial background tend to have basic skills and an entrepreneurial mindset from an early age. A culture that supports creativity, independence, and the courage to take risks also encourages the growth of an entrepreneurial spirit in society. A positive social environment can provide motivation and support for individuals to start a business (Afiyati, Jarot Tri, & Santoso, 2022).

The characteristics of an entrepreneur include creativity, innovation, risk-taking, self-confidence, and achievement orientation. Creativity and innovation enable entrepreneurs to create new solutions to existing problems. Risk-taking is the ability to face uncertainty with confidence. Self-confidence encourages individuals to

continue to strive to achieve goals despite obstacles. Achievement orientation makes an entrepreneur always try to give the best results and pursue success.

Entrepreneurship not only impacts individuals, but also the economy and society at large. By creating jobs, encouraging innovation, and improving welfare, entrepreneurship is one of the important pillars of economic development. Through understanding various theories of entrepreneurship, individuals and institutions can identify factors that drive entrepreneurial interest and behavior and design steps to encourage its growth.

#### **b. Economic Conditions**

Economic conditions refer to the financial condition or situation of an individual, group, or society as a whole during a certain period. This condition is influenced by various factors, such as income, level of expenditure, availability of jobs, inflation, and government economic policies. In the context of entrepreneurship, economic conditions are often one of the important factors that encourage or inhibit a person's interest in starting a business.

According to classical economic theory, individuals tend to take economic actions based on rationality and needs. In limited economic situations, individuals have a greater tendency to become entrepreneurs as an effort to increase income and improve living conditions. This often occurs in low-income communities, where formal employment opportunities are limited, so creating an independent business is a rational solution.

Modern economic theory emphasizes that economic conditions affect a person's access to resources. Individuals or families with better economies have wider access to capital, education, and technology that support business activities. Conversely,

individuals with economic limitations often face obstacles, such as difficulty in obtaining business capital, limited skills, and low access to business information. However, in some cases, economic limitations actually motivate people to create business opportunities in order to survive.

Economic conditions can also be viewed in the perspective of the economic cycle, which includes expansion, recession, and recovery phases. In the expansion phase, when the economy is growing, more business opportunities are available because people's purchasing power increases. Conversely, in the recession phase, the unemployment rate tends to increase and people's incomes decrease, so that individuals are encouraged to look for other alternatives, such as starting small businesses to meet their living needs.

In a microeconomic perspective, the economic condition of an individual or family is a major factor in determining economic decisions, including entrepreneurship. Individuals who come from families with stable economies tend to be more willing to take risks in entrepreneurship because they have a financial safety net. Conversely, individuals from families with limited economies may be more cautious, although the urge to seek additional income through business is greater.

Another relevant theory is Abraham Maslow's hierarchy of needs theory, which states that humans try to fulfill their basic needs first before pursuing higher needs. In stable economic conditions, individuals have a greater opportunity to fulfill self-actualization needs, one of which is by starting a business. Meanwhile, in difficult economic conditions, individuals' main focus tends to be on fulfilling basic needs such as food, clothing, and shelter.

Thus, economic conditions have a significant influence on an individual's decision to become an entrepreneur.

Economic factors can act as both a motivator and a deterrent, depending on the situation the individual is facing. Economic constraints can encourage creativity and innovation, while a stable economy provides the freedom to take risks and pursue greater business opportunities.

### c. Family Environment

Family is a special structure or arrangement in which each individual in it is bound by a bond, either a blood bond or a marriage bond. This bond is what embodies interdependence and mutual expectations according to Islamic teachings, reinforced by the existence of norms and spiritual bonds of each individual. So that such family ties are not limited by place of residence, because each family should not be in one residence (Rianti et al., 2022)

According to Evaliana (2015:6) the family environment is the first and foremost institution, where most of the child's decisions will be influenced by the family. According to Yusuf (2012:23) the environment is the whole phenomenon (events, situations, or conditions) physical/natural or social that influences or is influenced by individual development. Meanwhile, according to F. Patty in Baharuddin (2017:68) the environment is something that surrounds an individual in his life, both in the form of a physical environment such as parents, home, playmates, and the surrounding community, as well as in the form of a psychological environment such as feelings experienced, ideals, problems faced and so on (Wardani & Woli, 2021).

The family environment is the first place for individuals to learn, develop, and form thought patterns and behaviors. As the closest social environment, the family has a significant influence on the development of a person's personality, values, and attitudes, including in

forming interests and motivations for entrepreneurship. The role of the family environment in shaping individuals not only includes emotional and psychological aspects, but also involves inherited social, economic, and cultural values.

According to the theory primary *socialization from* George Herbert Mead, individuals first learn values and norms through interactions in the family environment. In the context of entrepreneurship, the family can be a place where someone is introduced to the business world from an early age. Parenting patterns, behavioral examples, and parental habits can be factors that instill values of independence, responsibility, courage to take risks, and the ability to see opportunities. For example, children who grow up in an entrepreneurial family environment tend to have an earlier understanding of how to run a business.

Approach *social learning theory proposed* by Albert Bandura is also relevant in explaining the influence of the family environment. This theory states that individuals learn through observational learning of the behavior of others, especially from significant figures such as parents or other family members. If a child sees a parent or other family member succeed in entrepreneurship, then this can form a positive perception of entrepreneurship and encourage the child to follow in their footsteps. This experience provides a role model and fosters the belief that entrepreneurship is a possible and worthy choice to try.

The family environment is also related to material and non-material support. Material support in the form of access to capital, business equipment, or entrepreneurship education from the family is a factor that can facilitate individuals to start a business. Meanwhile, non-material support, such as emotional encouragement,

motivation, and trust from the family, helps shape the individual's self-confidence to dare to take steps in entrepreneurship.

In addition, family structure and dynamics also influence entrepreneurial interest. Families with a culture of hard work and independence tend to instill a tough and persistent attitude in their children. In some cases, individuals from families with limited economic conditions are often encouraged to seek creative and innovative solutions to help the family economy. Conversely, individuals from families with a stable economy may be encouraged to become entrepreneurs because they see entrepreneurship as a path to self-actualization and continuing the family business.

The role of communication in the family is also an important factor. A family environment that is open to discussion, new ideas, and creativity can encourage innovative thinking and an entrepreneurial spirit in children. Families that support individual creativity will create a positive atmosphere for the development of business ideas. Conversely, a family environment that tends to be oppressive and less supportive often limits a person's interest in taking risks in entrepreneurship.

Thus, the family environment plays a complex role in shaping entrepreneurial interest. Factors such as parenting patterns, the role of parents as role models, material and emotional support, and values taught in the family are the main keys in encouraging someone to have the courage and motivation to start a business.

#### d. Self-Efficacy

Self-efficacy (self-efficacy) consists of the word "*self*" which is interpreted as an element of personality structure, and "*efficacy*" which means self-assessment, whether one can do good or bad actions,

right or wrong, can or cannot do something as required. Self-efficacy is related to self-confidence in having the ability to do the expected actions. Self-efficacy is different from aspiration (ideals), because ideals describe something ideal that should be (can be achieved), while self-efficacy describes the assessment of one's own abilities. Self-efficacy is a term in psychology, namely an individual's assessment of the ability to organize and carry out a number of behaviors in accordance with Bandura's performance.

Self-efficacy is an individual's belief in their ability to perform tasks or actions needed to achieve goals. A person with high self-efficacy believes they are able to do something to change the events around them, while someone with low self-efficacy considers themselves incapable of doing everything around them (Sabrina, 2024).

According to Bandura (in Hadi Muhmudi, 2014), *self-efficacy* refers to beliefs related to a student's ability and capability to achieve and complete learning tasks with predetermined target results and time. *Self efficacy* refers to the consideration of how much confidence a person has in their ability to carry out a number of learning activities and their ability to complete learning tasks. *Self efficacy* is a person's belief in their ability to complete academic tasks based on self-awareness of the importance of education, values and expectations regarding the results to be achieved in learning activities.

Self-efficacy is a concept introduced by Albert Bandura in *social cognitive theory*. This term refers to an individual's belief in their ability to complete a task, achieve a goal, or deal with a particular situation effectively. Self-efficacy plays an important role in influencing how a person thinks, feels, motivates themselves, and acts. This concept emphasizes that individuals who have high levels of self-efficacy tend to be

more optimistic, persistent, and proactive in facing challenges compared to individuals who have low self-efficacy.

In this theory, Bandura explains that self-efficacy is formed through four main sources, namely:

1. Mastery Experience

The experience of successfully completing a task or achieving a goal in the past gives individuals confidence that they are capable of completing similar challenges in the future. Repeated success increases self-efficacy, while repeated failure can decrease it. For example, someone who has successfully started a small business will be more confident in starting a new business.

2. Observation of Others (Vicarious Experience)

Individuals can increase self-efficacy by observing the success of others, especially if the individuals share similar characteristics or conditions. When someone sees others being able to complete a task, the belief that they can do it too will increase. Conversely, if they see failure, self-efficacy can decrease.

3. Verbal Persuasion

Verbal support, motivation, and encouragement from others, such as friends, family, or mentors, can help boost a person's confidence in their abilities. Positive, constructive words can provide encouragement and encourage individuals to try and act more confidently.

4. Physiological and Emotional State

Physical and emotional conditions also affect a person's level of self-efficacy. When an individual feels calm, enthusiastic, and has positive energy, then their belief in their abilities will increase. Conversely, stress, fatigue, or excessive anxiety can decrease self-efficacy.

Self-efficacy has a significant influence on how a person responds to challenges and opportunities. Individuals with high self-efficacy tend to have several characteristics. In the context of entrepreneurship, self-efficacy plays a key role in encouraging someone to dare to start and manage a business. Individuals with high levels of self-efficacy believe in their ability to identify opportunities, overcome challenges, and manage risks in business. This belief helps them to act effectively and creatively in facing business dynamics.

Self-efficacy also affects the decision-making process. Individuals who have strong beliefs in their abilities tend to make more decisive and responsible decisions. They are more motivated to try new things and are more focused on achieving goals. Self-efficacy is not just about ability, but about belief in that ability. This factor is an important foundation in shaping a person's behavior, including in fostering interest and courage to become an entrepreneur. Self-efficacy can be built and improved through positive experiences, a supportive environment, and good emotional management.

## METHOD

This study uses a quantitative approach with a survey method to analyze the influence of economic conditions, family environment, and self-efficacy on entrepreneurial interest in students majoring in economics at the University of Mataram. The following is an explanation of the research method used:

- a. **Population and Sample**

Population: Economics students at the University of Mataram. Sample: The sample was selected using proportional stratified random sampling technique to ensure representation from

each class or specific group. The number of samples was determined using the Slovin formula with a margin of error of 5% with the results obtained being 50 students of the faculty of economics and business.

**b. Research Variables**

Independent Variables: Economic conditions (X1), Family environment (X2) Self-efficacy (X3). Dependent Variable: Interest in entrepreneurship (Y) with the following equation:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e_i$$

**c. Research instruments**

The instrument used was a closed questionnaire consisting of several questions arranged based on a Likert scale of 1–5, where 1 indicates "strongly disagree" and 5 indicates "strongly agree". The questionnaire was designed to measure: Economic conditions: Includes family income, access to resources, and financial stability. Family environment: Emotional support, motivation, and family experience in entrepreneurship. Self-efficacy: Self-confidence in the ability to manage a business, take risks, and face challenges. Interest in entrepreneurship: Desire to start a business, commitment to entrepreneurship, and interest in creating business opportunities.

**d. Data Analysis Techniques**

The data obtained were analyzed using techniques, namely Descriptive Test To describe the characteristics of respondents and research variables. Classical Assumption Test: Includes normality, multicollinearity, and heteroscedasticity tests to ensure that the data meets the requirements of regression analysis. Multiple Regression Analysis to test the influence of economic conditions, family environment, and self-efficacy partially and simultaneously on entrepreneurial interest. Significance Test uses t-test for partial effects and F-test for simultaneous effects, with a significance level of 5% and R-test<sup>2</sup>.

**RESULTS AND DISCUSSION**

**a) Classic Test**

**Normality Test :** Normality test is a method used to test whether the data or residuals in a regression model are normally distributed. The assumption of normality is important in many statistical methods, such as linear regression, because the normal distribution of residuals supports the validity of statistical tests and parameter estimates. The following are the results of the Normality Test using the One-Sample Kolmogorov-Smirnov Test.

**Tabel 1. Normality Test**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		50
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	1.16349603
Most Extreme Differences	Absolute	.205
	Positive	.152
	Negative	-.205
Test Statistic		.605
Asymp. Sig. (2-tailed)		.700 <sup>c</sup>

a. Test distribution is Normal.



b. Calculated from data.

The Kolmogorov-Smirnov normality test above shows significant results with a value of 0.700 which indicates that the value is greater than 0.05 so that the normality test requirements are met and it can be concluded that the data is normally distributed. Then the Std. Deviation value is 1.163 which shows how close the data is to the Mean value.

**Multicollinearity Test:** The multicollinearity test aims to test whether there is a correlation between independent variables in the regression model. To determine whether or not there is multicollinearity in the regression

model, it can be seen from the variance inflation factor (VIF) with the provision that the VIF value is  $<10$  and the tolerance value is  $>0.100$ . The results of the multicollinearity test can be seen in the following table:

**Table 2. Multicollinearity Test Coefficients<sup>a</sup>**

Model	Unstand ardized Coeffi ents		Standa rdized Coeffi cients		Std Err	t	Sig.	Collinear ity Statistics	
	B		Beta					Tole ranc e	VI F
1 (Cons tant)	19. 41 4	1.7 13			11. 33 6	.0 0 0			
Econo mic Condi tions	.19 2	.04 7	.406		4.0 94	.0 0 0		.972	1. 02 9
Famil y Envir onme nt	.29 8	.07 1	.473		4.1 78	.0 0 0		.746	1. 34 0
Self Efficacy	.06 7	.04 9	.154		3.8 58	.1 8 1		.747	1. 33 8

a. Dependent Variable: Interest in Entrepreneurship

The Multicollinearity test above shows the tolerance and VIF values of each independent variable, namely Environmental conditions 0.972, Family environment 0.746 and Self-efficacy 0.747. then the VIF value of Environmental conditions 1.029, Family environment 1.340 and Self-efficacy 1.338. This meets the requirements

where the provisions of the tolerance value  $> 0.100$  and VIF value  $<10.00$  then there is no multicollinearity so it is concluded that the data does not show symptoms of multicollinearity.

**Heteroscedasticity Test:** The heteroscedasticity test is used to test whether there is inequality of variance of the residuals in the regression model.

Heteroscedasticity occurs when the variance of the residuals is not constant across the predicted values of the independent variable, which violates the

basic assumption of classical linear regression that the residuals should have the same variance (homoscedasticity).

**Table 3. Heteroskedasticity Test (Glejser)**  
**Coefficients<sup>a</sup>**

Model	B	Unstand ardized Coefficient s	Standar dized Coeffici ents	t	Sig.
		Std. Erro r	Beta		
1 (Constant)	-.176	.798		-.221	.826
Economic Conditions	.000	.022	-.003	-.021	.983
Family Environment	.100	.033	.468	3.004	.704
Self-Efficacy	-.032	.023	-.219	-1.402	.168

a. Dependent Variable: RES2

The results of the Glejser test for heteroscedasticity above show significant results where the requirement for no heteroscedasticity is a sig value greater than 0.05 so that it can be concluded that the data above, namely Economic Conditions 0.983, Family Environment 0.704 and Self-Efficacy 0.168 are greater than 0.05 so that there are no symptoms of heteroscedasticity.

#### b) **Multiple Linear Regression Analysis**

Multiple linear regression analysis is a method used to model the relationship between several independent variables and one dependent variable. The results of data processing can be seen in the following table:

**Table 4. Multiple Linear Regression Analysis**

Model	Coefficients <sup>a</sup>		Collinearity Statistics		
	Unstand ardized Coeffici ents	Standar dized Coeffi cients			
	Std . Err or	Beta	t	Sig. y.	Tolerance VIF

1 (Constant)	19.414	1.713		11.336	.000		
Economic Conditions	.192	.047	.406	4.094	.000	.972	1.029
Family Environment	.298	.071	.473	4.178	.000	.746	1.340
Self-Efficacy	.067	.049	.154	3.858	.011	.747	1.338

a. Dependent Variable: Interest in Entrepreneurship

$$Y = 19.414 + 0.192 X_1 + 0.298 X_2 + 0.067 X_3 + e$$

Based on the results of the multiple linear regression equation above, it can be explained that:

1. The constant value has a positive value of 19.414. This shows that there is a unidirectional influence between the dependent variable and the independent variable. This means that if all independent variables, namely Economic Conditions ( $X_1$ ), Family Environment ( $X_2$ ) and Self-efficacy ( $X_3$ ), has a value of zero or does not change, then the value of the dependent variable, namely interest in entrepreneurship ( $Y$ ), is 19,414.
2. The coefficient of the Economic Condition variable ( $X_1$ ) has a positive value of 0.192, which means that there is a relationship between the economic condition variable and the level of interest in entrepreneurship. This shows that if the economic condition increases by one unit, the level of interest in entrepreneurship

will increase by 0.192, assuming other variables are held constant.

3. The coefficient of the family environment type variable ( $X_2$ ) has a positive value of 0.298, which indicates that there is a positive relationship between the variables. This means that if the family environment increases by one unit, the level of interest in entrepreneurship increases by 0.298.
4. The coefficient of the Self-efficacy variable ( $X_3$ ) has a positive value of 0.067, which shows a significant result where if Self-efficacy increases by one unit, the interest in entrepreneurship in students increases by 0.067.

### c) Statistical Test

#### F Test (Simultaneous) :

Simultaneous testing in research is a method used to test whether all independent variables together or simultaneously have a significant influence on the dependent variable.

**Table 5. F Test (Simultaneous)**

ANOVA <sup>a</sup>
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Model	Sum of Square	df	Mean Square	F	Sig.
1 Regression	84.248	3	28.08	19.47	.000 <sup>b</sup>
Residual	66.332	4	1.442		
Total	150.580	7			

a. Dependent Variable: Interest in Entrepreneurship

b. Predictors: (Constant), Self Efficacy, Economic Conditions, Family Environment

The results of the simultaneous test show that the Sig. value of 0.000 is smaller than 0.05, which indicates that the data has a significant effect so that the requirements of the F test are met and it can be concluded that there is an influence or relationship between all variables.

**T Test (Partial) :** Partial test in research is used to test the effect of

each independent variable on the dependent variable individually, while other independent variables are considered constant. This test is often performed in multiple linear regression analysis to determine how much contribution or influence each independent variable has on the dependent variable. The following are the Partial Test Results Using SPSS:

**Table 6. T Test (Partial)**

Variables	t-table	t-Count
Economic Conditions (X1)	1.676	4.094
Family Environment (X2)	1.676	4.178
Self Efficacy (X3)	1.676	3.858

The T (Partial) test results above can be explained as follows:

The Partial Test Results above show that all t-count values are greater than t-table which indicates that the data has a positive effect or has a relationship between variables. The t-count value of the family environment of 4,094 is greater than the t-table value of 1,676 then the Family environment is 4,178 > t-table 1,676 and Self-efficacy 3,858 > 1,676 so it is

concluded that the data has a significant effect.

#### **Coefficient of Determination (R<sup>2</sup>)**

: The coefficient of determination (R<sup>2</sup>) test is a test used with the aim of knowing how much influence the independent variable has on the dependent variable.

**Table 7. Coefficient of Determination (R<sup>2</sup>) Test**

Model Summary <sup>b</sup>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.748 <sup>a</sup>	.559	.531	1.201	2.136

a. Predictors: (Constant), Self Efficacy, Economic Conditions, Family Environment

b. Dependent Variable: Interest in Entrepreneurship

Results of the R test This square shows the extent to which the independent variable is able to explain the dependent variable, namely the interest in entrepreneurship. The results of  $R^2$  with a value of 0.559 explaining the dependent variable, namely economic growth, which is influenced by the independent variables PMDN and PMA by 55%, while the remaining 45% is explained by other variables outside the model.

## DISCUSSION

The results of the regression analysis show that the variables of economic conditions, family environment, and self-efficacy simultaneously have a significant influence on students' entrepreneurial interest. The F-count value of 19.475 with a significance of 0.000 proves that the three independent variables together are able to explain the variation in the dependent variable. Partially, **economic conditions have** a significant positive influence on entrepreneurial interest, as indicated by the t-count value of 4,094, which is greater than the t-table. This indicates that students from depressed or stable economic backgrounds have entrepreneurial motivation based on their respective financial conditions, either due to coercion or opportunity.

**Family environment also** proved to have the greatest partial influence on entrepreneurial interest, with a t-value of 4.178. Emotional support, family experience in business, and parenting

patterns that foster independence are important factors that encourage students to grow an interest in entrepreneurship. Self-efficacy, although the t-value (3.858) shows a contribution to entrepreneurial interest, its significance is above the critical limit ( $0.181 > 0.05$ ), which means its influence is statistically less significant in this model. This may indicate that although self-confidence is important, without the support of appropriate economic and environmental conditions, its influence is not strong enough.

## CONCLUSION

This study concludes that together economic conditions, family environment, and self-efficacy have a significant effect on students' interest in entrepreneurship. Family environment is the most dominant variable in shaping this interest, followed by economic conditions. Although self-efficacy also makes a positive contribution, its partial influence is not yet significant. This finding emphasizes the importance of the role of family and economic motivation as external factors that can motivate students to take the entrepreneurial path. Therefore, a comprehensive approach in encouraging entrepreneurship needs to consider not only internal psychological factors but also the social and economic context of students.

## SUGGESTION

Based on the research results, it is recommended that higher education

institutions, especially the University of Mataram, be more proactive in creating a conducive entrepreneurial ecosystem for students. This can be done through training programs, business incubators, and providing access to business capital. In addition, cooperation between campuses and families is needed to create an environment that encourages students to be more independent and dare to take risks. Students also need to be equipped with practical entrepreneurial skills so that their self-efficacy increases significantly and can be translated into entrepreneurial actions. Further research can consider other variables such as the influence of the social environment, the role of technology, or intrinsic motivation to gain a more comprehensive understanding.

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