

## Analysis of the Influence of Self-Efficacy and Family Support on Entrepreneurial Intention

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### Abstract

*The aim of this research is to explore the role of self-efficacy and family environment on entrepreneurial interest among students at the economics and business faculty at Khairun University. This research involved 100 students as samples that were sent questionnaire via Google Form. Data were analyzed using partial least squares (PLS). The research results succeeded in revealing that, variable family support and self-efficacy has a significant and positive effect on entrepreneurial intention. This shows that if the family support and self-efficacy variables of the students are good or high, it will cause the students' entrepreneurial intention to also be good or high. Likewise, vice versa; Self-efficacy can mediate the relationship between family support and entrepreneurship among students at the economics and business faculty at Khairun University. For this reason, in an effort to encourage interest businessman Students, apart from needing to improve family support, can also be done by increasing students' self-efficacy.*

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## 1. INTRODUCTION

The limited employment opportunities in the formal sector have encouraged the government to encourage the younger generation to not only depend on work in this sector. For this reason, it is hoped that it can develop potential in the entrepreneurial sector. This is especially emphasized for college alumni. For this reason, the government also hopes that the curriculum will also be adapted to current developments, which will not only produce alumni to work in government agencies or civil servants.

Turning the younger generation into entrepreneurs is not easy because it changes the mindset that is deeply rooted in society, namely the belief that not becoming a civil servant is a failure. Or it's the same as hidden unemployment. In fact, this change will also change old habits, namely from job seekers to job creators. For this reason, it is hoped that it will be able to create jobs for itself. In the long term, it is not impossible that it will be able to provide employment opportunities for more people.

The change process is not very easy. This can be seen from the fact that currently the interest of the younger generation in pursuing a career in the business world is still very low. Note from the Ministry of Cooperatives and SMEs, currently Indonesia has only reached an entrepreneurship ratio of 3.47%. In fact, the entrepreneurial ratio is a prerequisite for Indonesia to become a developed country in 2045, so Indonesia must have an entrepreneurial ratio of at least 4% of the population.

The entrepreneurship ratio is still very low compared to other countries in the ASEAN region. Thailand currently has 4.2 percent, Malaysia has reached 4.7 percent, Singapore

has reached 8.7 percent. Meanwhile, the average number of entrepreneurs in developed countries Already 12 percent.

Entrepreneurial interest is the subject's inner tendency to be interested in creating a business and then organizing, managing, bearing risks and developing the business he creates. Interest in entrepreneurship can be driven by internal factors, namely factors that come from within the individual himself and external factors, namely factors that come from outside the individual or the individual's immediate environment. [1] stated that internal factors originating from within the entrepreneur can be in the form of personal characteristics, attitudes, willingness and individual abilities which can give the individual strength to become an entrepreneur. External factors come from outside the entrepreneur, which can be elements from the surrounding environment such as the family environment, business environment, physical environment, socio-economic environment and others.

There are many factors that students consider and can influence interest in entrepreneurship. One of them is the environmental factors where students interact, such as the family environment. Next is the creativity factor. Creativity can give rise to self-confidence and come up with solutions such as solving problems or meeting consumer needs. Apart from that, global entrepreneurial competition is also increasing, so high levels of creativity are required to be able to compete (Ministry of Finance, 2018). Another factor that may have an influence is the personality of students who show an interest in entrepreneurship [2].

Entrepreneurial interest is the subject's inner tendency to be interested in creating a business and then organizing, managing, bearing risks and developing the business he creates. [3] Interest in entrepreneurship can be driven by internal factors, namely factors that come from within the individual himself and external factors, namely factors that come from outside the individual or the individual's immediate environment [1], suggesting that internal factors that come from within the entrepreneur can be in the form of personal characteristics, attitudes, willingness and abilities of the individual which can give the individual strength to become an entrepreneur. External factors come from outside the entrepreneur, which can be elements from the surrounding environment such as the family environment, business environment, physical environment, socio-economic environment and others.

The aim of this research is to uncover the factors that cause students' low interest in becoming entrepreneurs by using students' own internal variables, namely self-efficacy and external factors, namely family support. The family support variable acts as a mediating variable between self-efficacy and entrepreneurial interest.

## 2. LITERATURE REVIEW

### Entrepreneurial Intention Concept

Entrepreneur Intention is a variable used to measure a person's intention to carry out entrepreneurial activities or become an entrepreneur. This interest is influenced by several antecedent variables, such as knowledge about entrepreneurship itself. The higher a person's entrepreneurial knowledge, the more open his or her insight into entrepreneurship will be. According to [4], the main requirement to become a successful entrepreneur is to have an entrepreneurial spirit and character, whereas the soul and character are influenced by skills, abilities or competencies, where these competencies are determined by business knowledge and experience.

Several studies that have been carried out also reveal the same thing. Research conducted by [5], revealed that entrepreneurial knowledge has a positive and significant effect on interest in entrepreneurship. This entrepreneurial knowledge should be followed up with

practical entrepreneurial activities, so that students not only have knowledge but also have skills that support this knowledge.

Research [6], reveals that knowledge is an important factor in growing a person's interest in entrepreneurship and knowledge can work well if it also balances entrepreneurial skills as preparation for setting up one's own business.

### **Family Support Concept**

One of the efforts made to overcome the problem of unemployment is to empower the community through entrepreneurship education programs [7]. Don't let your persistence in studying at school or college only lead to one target, namely just looking for work because it is so difficult to get a job that you end up being "forced" to become an entrepreneur. Creating economic growth and entrepreneurs are the group that will continue to make economic progress or development in creating employment opportunities, natural resources, human resources and capital are needed [8].

Apart from the entrepreneurial education factor, family support factors also play a role in growing a person's interest in entrepreneurship. In this environment, it is the basis for a person's development and growth which has the first influence on the formation of personality, creativity and a sense of responsibility can be taught as early as possible when a person begins to interact with society. This was stated by [9], that the family environment is the first main medium that influences behavior in a person's development and plays an important role in determining a person's future.

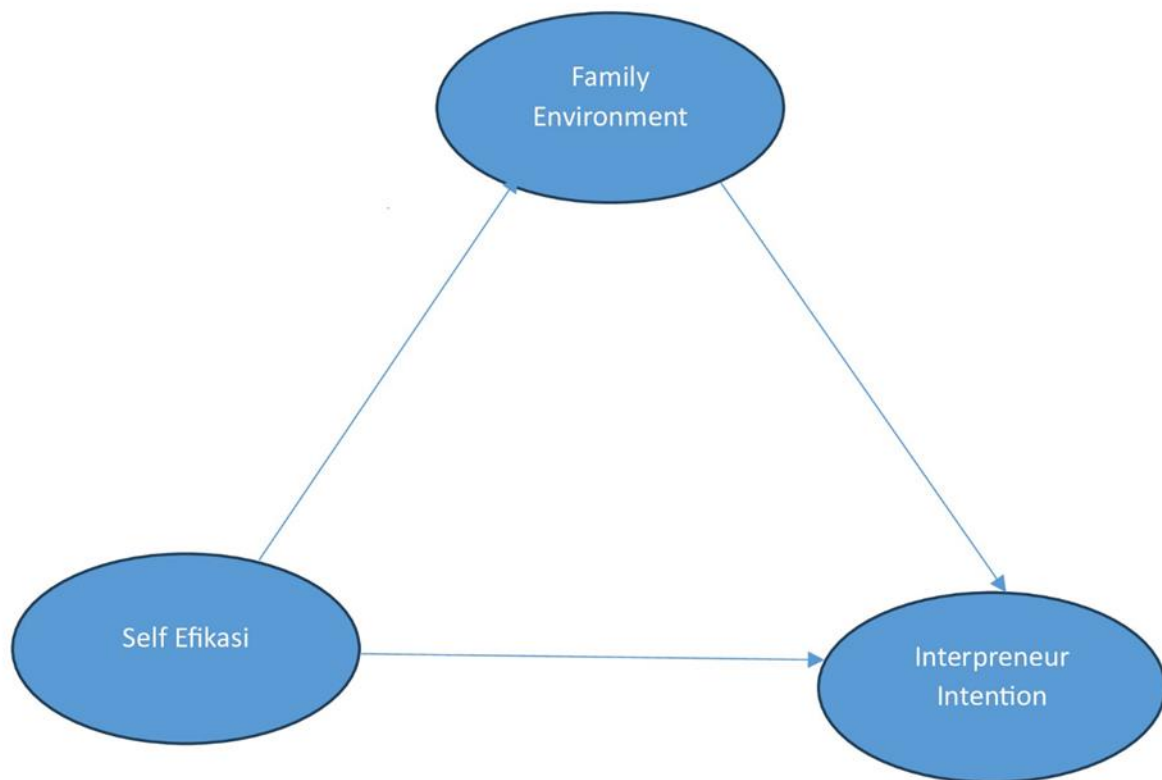
Furthermore, one role of the family is to motivate children to grow and develop. Likewise, with [10], entrepreneurial interest is formed if the family provides positive support for their interests. For someone whose parents are entrepreneurs, this can arouse their child's interest in becoming an entrepreneur. This is because parents' mindset plays a big role in entrepreneurial interest because if parents are instilled in the spirit of entrepreneurship and know the importance of entrepreneurship, it will influence their children to become entrepreneurs.

### **Self-Efficacy Concept**

Self-efficacy is also known as part of social cognitive theory. The higher self-efficacy, the higher one's confidence about one's ability to achieve success. In difficult situations, people with low self-efficacy will easily reduce their efforts or give up. On the other hand, people with high self-efficacy will try harder to overcome the challenges they face

Self-efficacy is a better predictor of performance than traditional workplace attitudes (e.g., satisfaction and commitment), personality type, level of education, training, goal setting, and feedback. Self-efficacy influences an individual's learning ability, motivation, and performance, because individuals will try to learn and perform only tasks that they believe they can do successfully.

The following describes several roles in creating self-efficacy: a) Determining behavior: individuals will tend to choose to carry out tasks that they feel have a higher ability to carry out, rather than other tasks. b) Determine the amount of effort and fighting power against obstacles. c) Determine the way of thinking and emotional reactions. Individuals with low self-efficacy tend to think that they will not be able to face the challenges of their work. d) Predict the behavior that will appear. People with high self-efficacy tend to be more interested in involving themselves in organizational activities. The interaction with the work environment is more intensive.



**Gambar 2. Kerangka Penelitian**

### **Research Road Map**

Researchers have carried out research related to organizations intensively in the last ten years, and it has very strong relevance to the research that will be carried out at this time. Consistency in research in this scope means that researchers have developed a number of research potentials in the same scope in the future. This can be seen in the following road map:

## **3. RESEARCH METHOD**

### **Research Design**

This research was conducted to determine the influence of self-efficacy on entrepreneurial interest with one mediating variable, namely family influence. Based on the problem, this research is causality research, where the aim is to analyze whether there is an influence of exogenous variables on endogenous variables.

### **Place and Time of Research**

This research was conducted at the economics and business faculty of Khairun University involving students who were used as samples in this research. The time for implementing research activities is 2024.

### **Research Sampling Method**

To obtain a representative sample, the research will collect data using random sampling. This is a method that is carried out with a number of respondents according to their proportions, around 100-150 respondents.

### **Method of collecting data**

#### **1. Questionnaire**

A questionnaire is a data collection technique that is carried out by giving respondents a set of questions or written statements he answered. In this research, the questionnaire is closed, meaning that respondents will only choose the answers that have been determined. Questionnaire This can be given to respondents in person or sent via post, or internet

#### **2. Interview**

Interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be researched, and also if the researcher wants to know things from respondents in more depth and the number of respondents is small.

#### **3. Observation**

Observation as a data collection technique has specific characteristics and observation is not limited to people, but also other natural objects. Data collection techniques using observation are used if the research concerns human behavior, work processes, natural phenomena and if the number of respondents observed is not too large.

The data used in this research is primary data in the form of individual respondents' perceptions of research variables collected using a questionnaire. The type of questionnaire used in this research is closed. The questions asked will be accompanied by answer choices using a scale *linked*, with a range of 1 to 5. Respondents were asked to state their attitude towards each problem raised by choosing one answer.

### **Analysis Method**

Based on the problem, hypothesis and research design, the data collected in this research will be analyzed using quantitative methods. The method used is *Partial Least Square* (PLS). However, to enrich the data, the results of the quantitative research are accompanied by qualitative analysis, using interactive methods.

### **Analyses Partial Least Square**

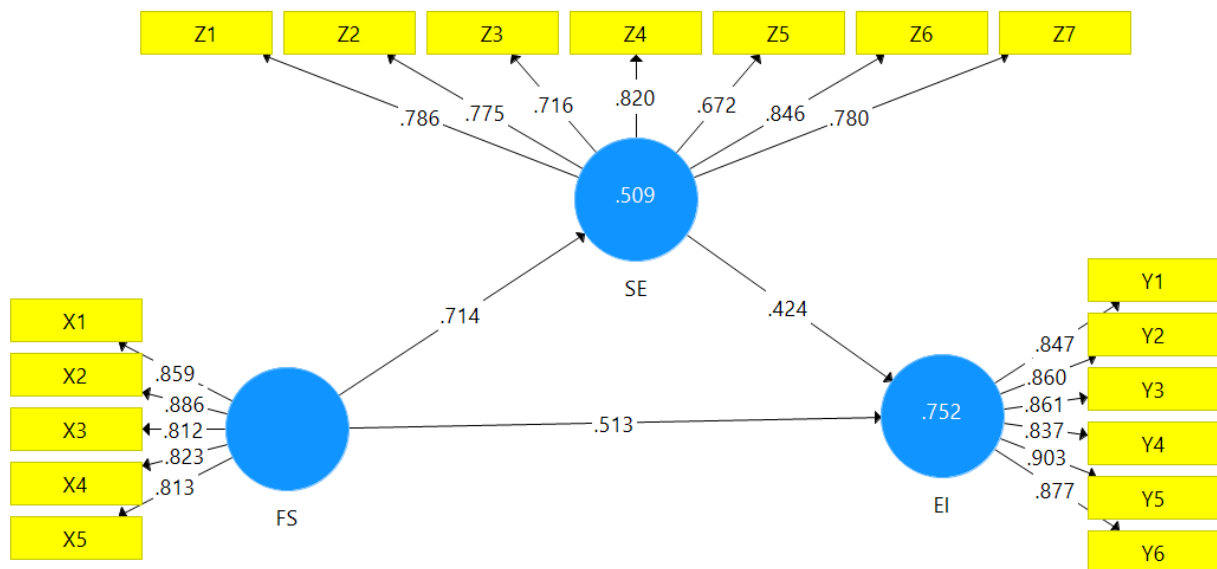
#### **1. Test Outer Model**

*Outer model* is a model that specifies the relationship between variable latent with the indicators or it could be said that *outer model* defines how each indicator relates to variable latent. The outer model is interpreted by looking at several things, including: convergent validity value, discriminant validity value, *composite reliability*, *Average Variance Extracted* (AVE) and *alpha Cronbach's*.

##### **1) Convergent validity**

Convergent value is measuring the magnitude *loading factor* for each construct. *loading factor* above 0.70 is highly recommended, however *loading factor* between 0.5 - 0.60 can still be tolerated as long as the model is still in the development stage. Model *PLS Algorithm* and the complete indicator loading values are presented in the figure and table below.

**Picture.** Model PLS *Algorithm I*



**Table. Loading Factor Indicator Value (Algorithm I)**

	Entrepreneurial Intention	Family Support	Self-Efficacy
X1		.859	
X2		.886	
X3		.812	
X4		.823	
X5		.813	
Y1	.847		
Y2	.860		
Y3	.861		
Y4	.837		
Y5	.903		
Y6	.877		
Z1			.786
Z2			.775
Z3			.716
Z4			.820
Z5			.672
Z6			.846
Z7			.780

The table above shows the loading factor values for various influencing indicators Entrepreneurial Intention (Y), Family Support (X), Self Efficacy (Z),

The table above appears to show the factor values or loadings of three latent variables in a factor analysis or measurement model. The following is an explanation for each column:

1. **Entrepreneur Intention / Entrepreneurship Motive (AND) :**

Consists of 6 indicators (manifest), namely: Y1: 0.847, Y2: 0.860, Y3: 0.861, Y4: 0.837, Y5: 0.903, Y6: 0.877, All indicators on variable Y (Entrepreneurial Intention) specified valid because it is greater than 0.7.

2. **Family Support / Family Support (X):**

This variable contains factor values or loadings for items measured in the latent variable Family Support. The items measured are: - X1: 0.859, - X2: 0.886, - X3: 0.812, - X4: 0.823, - All Indicators on variable X (Family Support) is declared all valid because it is  $> 0.7$

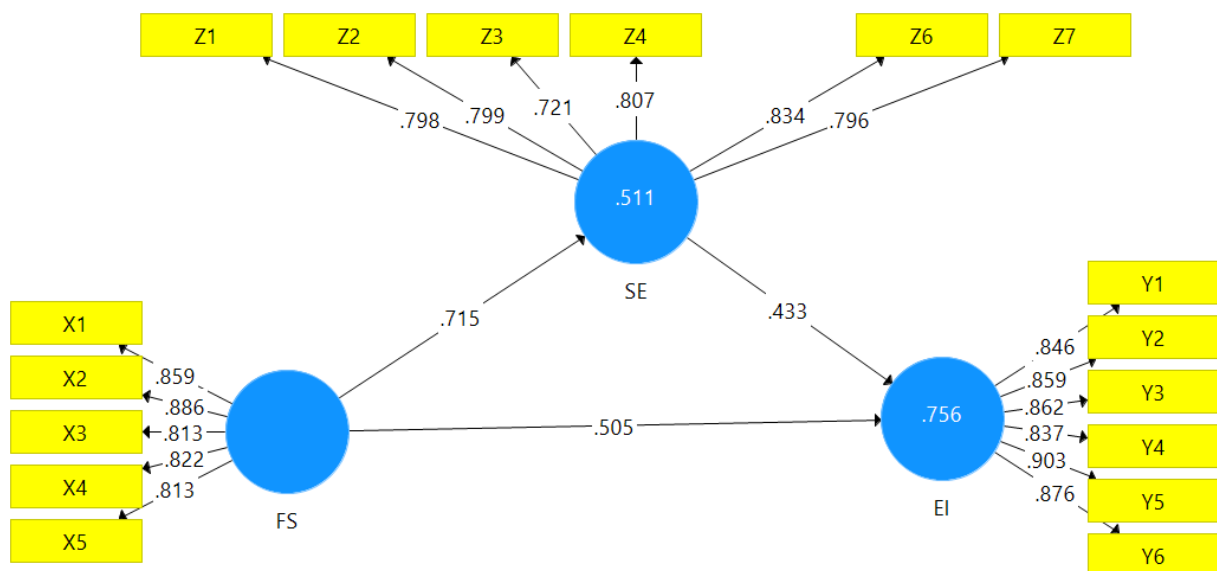
3. **Self-Efficacy / Self Efficacy (Z):**

This variable contains factor values or loadings for the items measured in the latent variable Self Efficacy. The items measured are: - Z1: 0.786 - Z2: 0.775 - Z3: 0.716 - Z4: 0.820 - **Z5: 0.672 (indicates an invalid value because  $< 0.7$ )** - Z6: 0.846 - Z7: 0.780

Higher factor values or loadings usually indicate that the item has a greater contribution in measuring the latent variable in question. In this context, items with a value above .7 are usually considered to have a good contribution to the measurement of the latent variable.

Of all the indicators there is 1 indicator that is not valid (**Z5: 0.672**) so that indicator those that are invalid must be removed from the model and tested outer loading repeat.

**Picture. Model PLS Algorithm II**



**Table. Loading Factor Indicator Value (Algorithm II)**

	Entrepreneurial Intention (Y)	Family Support (X)	Self-Efficacy (Z)
X1		.859	
X2		.886	
X3		.813	
X4		.822	

X5		,813	
Y1	,846		
Y2	,859		
Y3	,862		
Y4	,837		
Y5	,903		
Y6	,876		
Z1			,798
Z2			,799
Z3			,721
Z4			,807
Z6			,834
Z7			,796

After testing Outer Loading second, then obtained the results shown in the table above, we can see that the loading factor value of most indicators is above 0.7, indicating that they are significant contributors to each variable measured. The highest loading factor value in the category "Entrepreneurial Intention (Y)" is Y5 with a value of 0.903, indicating that this indicator is very strong in explaining Entrepreneurial Intention. On the other hand, the loading factor value is Z3 with a value of 0.721, although still quite significant, showing a weaker contribution than other indicators in the "Self-Efficacy (Z)" category.

Overall, this table shows that all the indicators measured have a fairly strong influence on the variables they represent, with loading factor values consistently above 0.7.

## 2) Discriminant validity.

The discriminant value is useful for assessing whether a variable has *discriminant validity* adequate, namely by comparing the correlation of indicators with construct *Which* target must be greater than the correlation with construct another. If the correlation of the indicator has a higher value than the correlation of the indicator with another contract else, then it is said that the variable has *discriminant validity*. Value results *cross loading* in full as follows:

**Table. Mark Cross Loading**

	Entrepreneurial Intention (Y)	Family Support (X)	Self-Efficacy (Z)
X1	,789	,859	,668
X2	,738	,886	,654
X3	,617	,813	,532
X4	,662	,822	,579
X5	,581	,813	,546
Y1	,846	,686	,712
Y2	,859	,742	,658
Y3	,862	,687	,703
Y4	,837	,723	,730
Y5	,903	,673	,665



<b>Y6</b>	<b>,876</b>	,709	,644
<b>Z1</b>	,627	,608	<b>,798</b>
<b>Z2</b>	,688	,560	<b>,799</b>
<b>Z3</b>	,444	,438	<b>,721</b>
<b>Z4</b>	,623	,567	<b>,807</b>
<b>Z6</b>	,653	,598	<b>,834</b>
<b>Z7</b>	,701	,605	<b>,796</b>

In table *Cross Loading* above it can be seen that the loading value of the Family Support (FS) indicator factor is greater than the Cross-loading value aimed namely Self Efficacy (Z) and Entrepreneurial Intention (Y). Based on the results of the validity test discriminant in the table above, it can be seen that all indicators have the highest indicators in their constructs and not in other constructs so it can be stated that all indicators have fulfil validity requirements discriminant

**Table. Mark Fornell-Larcker Criterion**

	<b>Entrepreneurial Intention (Y)</b>	<b>Family Support (X)</b>	<b>Self-Efficacy (Z)</b>
<b>NO</b>	,864		
<b>FS</b>	,815	,839	
<b>SE</b>	,794	,715	,793

Based on the results of the Discriminant Test, the validity of the Fornell value Larcker Criterion on Entrepreneurial Intention (EI) is greater than the correlation value for other variables. On Fornell's grades Larcker The criterion for Family Support (FS) is greater than the correlation value for other variables. Fornell Value Larcker The criterion for Self-Efficacy (SE) is greater than the correlation value for other variables. Validity test results discriminant in the table shows that all indicators and constructs in the PLS model have met the validity criteria discriminant required.

### 3) Composite Reliability

Mark *composite reliability* A high level indicates good consistency of each indicator in the latent variable to measure that variable. Value criteria *composite reliability* > 0.7 indicates that the variable has good internal consistency. Mark *composite reliability* details are presented in the table under This.

**Table. Mark Composite Reliability**

	<b>Composite Reliability</b>
<b>N O</b>	<b>,947</b>
<b>F S</b>	<b>,922</b>
<b>S E</b>	<b>,910</b>

The table above shows that value *composite reliability* contract Entrepreneurial Intention (EI) 0.947, Family Support (FS) 0.922, Self Efficacy (SE) 0.910. These three constructs obtained composite reliability values  $> 0.70$ , so they are said to be reliable indicators.

#### 4) Cronbach's Alpha

The reliability test is strengthened by Cronbach's alpha value. Reliability test limitations *alpha Cronbach*  $> 0.7$ . Value results *Cronbach's alpha* details are presented in the table below.

**Table.** Mark *Cronbach's Alpha*

	Cronbach's Alpha
NO	,932
FS	,895
SE	,882

Mark *alpha Cronbach* obtained construct Entrepreneurial Intention (EI) 0.932, Family Support (FS) 0.895, Self Efficacy (SE) 0.882. Based on value *alpha Cronbach's* the five latent variables have reliable indicators and are in the very high category Value results *Cronbach's alpha* details are presented in the table above.

#### 5) Average Variance Extracted (AVE)

The AVE value shows the variance value for each indicator within the construct that can be captured by these variables is more than the variance caused by measurement error. The AVE value is expected to be  $> 0.5$ . Complete results are presented in the table below.

**Table.** Mark Average Variance Extracted (AVE)

	Average Variance Extracted (AVE)
NO	,747
FS	,704
SE	,629

AVE value constrink Entrepreneurial Intention (EI) 0.747, Family Support (FS) 0.704 and Self Efficacy (SE) 0.629. Based on the AVE results, it shows that all constructs from each latent variable have an AVE value  $> 0.5$ , so it can be concluded that they are valid.

## 2. Uji Model Structural (Inner Model)

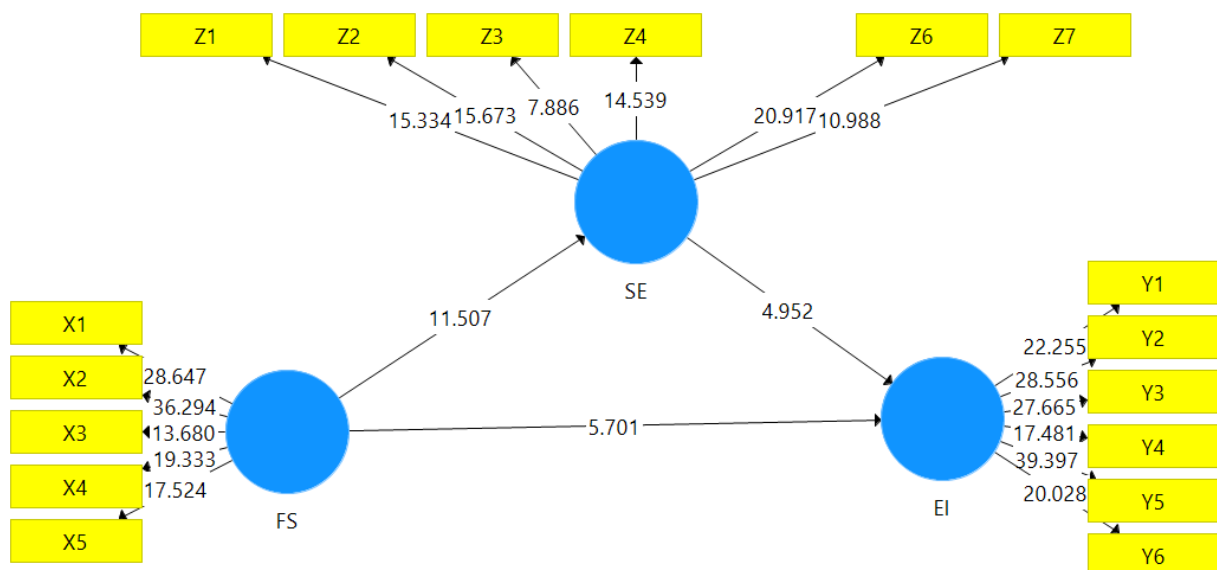
To test the structural model is done by looking at the  $R$  value<sup>2</sup> which is a test *Goodness of the fit*. Construct Entrepreneurial Intention (EI) gets an  $R$  value<sup>2</sup> of 0.756 which can be interpreted as variations that can be explained by the FS and SE constructs of 75.6% (while the remaining 24.4% is explained by other variables outside those studied. The complete  $R$ -square value results are presented in the table below.

**Table.** R-Square Value

	R Square	R Square Adjusted
NO	,756	,751
SE	,511	,506

The next test is to see the significance of the influence between independent and dependent constructs and answer what has been hypothesized. Testing with a significance level of 5% if the t-statistic value is  $> 1.96$  then the null hypothesis ( $H_0$ ) is rejected. The t-statistical value of the influence coefficient of the latent construct is obtained from *PLS Bootstrapping*. Model Results *PLS Bootstrapping* presented in the image below.

### Bootstrapping Test Image



The parameter coefficient value can be seen in the value (original sample), *standard error* (standard deviation) and t-statistic values and *p-values* can be seen in the table below

**Table.** Coefficient Value (Original Sample), *Standard Error* And *T-Statistics*

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
FS -> NO	,505	,490	,089	5,701	,000
FS -> SE	,715	,717	,062	11,507	,000
THAT -> NO	,433	,445	,088	4,952	,000

### Direct Influence

#### 1. Hypothesis 1

The coefficient value of the influence of Family Support (FS) towards Self Efficacy (SE) is 0.715, standard error value is 0.062, t-statistic value is 11.507 and p-values are 0.000. Because the t-statistic value is  $11.507 > 1.96$  and the p-value is  $0.000 < 0.05$ , then accept H1. These results state that FS has a positive and significant effect on SE

## 2. Hypothesis 2

The coefficient value of the influence of Family Support (FS) to Entrepreneurial Intention (EI) is 0.505, standard error value 0.089, t-statistic value 5.701 and p-values 0.000. Because the t-statistic value is  $5.701 > 1.96$  and the p-value is  $0.000 < 0.05$ , then accept H2. These results state that FS has a positive and significant effect on EI.

## 3. Hypothesis 3

The coefficient value of the influence of Self Efficacy (SE) to Entrepreneurial Intention (EI) was 0.433, standard error value 0.088, t-statistic value 4.952 and p-values 0.000. Because the t-statistic value is  $4.952 > 1.96$  and the p-value is  $0.000 < 0.05$ , then accept H3. These results state that SE has a positive and significant effect on EI.

### *Indirect Effects*

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
<b>FS -&gt; SE -&gt; NO</b>	,310	,320	,075	4,152	<b>,000</b>

## 4. Hypothesis 4

FS influence coefficient value towards EI through SE is 0.310, standard error value 0.075, t-statistic value 4.152 and p-values 0.000. Because the t-statistic value is  $4.152 > 1.96$  and the p-value is  $0.000 < 0.05$ , then accept H4. These results state that FS has a positive and significant effect on EI through EI.

## 4. DISCUSSION

Based on the table above, it appears that the research hypothesis is accepted, so it can be confirmed that the Family Support (FS) variable can be used as a predictor of Self Efficacy (SE). This means that FS can be used to predict SE of students at the economics faculty of Khairun University. In other words, FS can be used as a variable that can determine the SE variable, where the results of the research above also reveal that the influence is positive, so that the nature of the influence is unidirectional. This means that if the FS or family support of each economics faculty student is good, it will also cause the students' SE to be high. Likewise, vice versa, if the students' FS is low or not good in the sense of low family support, this will cause the SE of students at the economics faculty at Khairun University to also be low.

In this study, the FS variable was measured with five items and overall, these items can be declared valid for measuring the variable. Among the five, item  $x_1$  and  $x_2$  has the highest loading factor value so it can be said to be dominant in determining the FS variable, namely regarding the need for process and the need for the role of parents.

Meanwhile, in the self-efficacy (SE) variable, which has seven items, one item was eliminated because it did not meet the loading factor value criteria. The item with the

highest value is  $Z_2$  Day  $Z_6$ , where both items contain knowledge about business and confidence in being successful in running a business. These findings show that to improve students' self-efficacy it is very important to increase students' knowledge about business. Starting from structuring the curriculum by providing sufficient portions of content regarding business insight, both on the theoretical side and on the practical side. Always holding various activities related to business. Apart from that, what also needs to be done is to continue to provide motivation to students. Such as by bringing in successful business people who can open their minds and enlighten them and grow their confidence about business as a promising career choice.

Some studies that are in line with the findings of this research are, [11], which reveals that family support is more influential in countries with higher levels of power distance or lower individual levels and suggests family support measures as a substitute mechanism for facilitating entrepreneurial behavior; [12], also revealed that These results suggest family support process models are critical to between-person heterogeneity;

### **Influence of Family Support (FS) on Entrepreneurial Intention (EI) of Students at the Faculty of Economics and Business, Khairun University**

In accordance with the table above, FS has an influence on EI, so it can be ascertained that FS can be used as a predictor of EI in students at the economics faculty at Khairun University. Based on these findings, the FS variable can be used as an indicator to make predictions about students' EI. Furthermore, the table also reveals that the direction of the influence of FS on EI is positive, this finding shows that the influence is unidirectional. This means that if each student's FS is good, it will cause the students' EI to be good or high. What this means is that if families provide support to students by allowing or even giving students the chance to develop themselves in the process of becoming entrepreneurs, then this will increase the students' interest in pursuing a career outside the formal profession. On the other hand, if parents provide less support, this will also reduce students' interest in becoming entrepreneurs. This can happen if parents do not have good knowledge of the business world environment, so they do not have confidence in their child's future in the business world. For this reason, they are more likely to direct their children to enter the formal work sector. The form can be seen from the various supports that will be given to their children a lot. These include education costs, facilities and mentoring.

This can be seen from the respondents' answers, among others, in accordance with the bootstrapping test image above. It appears that the self-efficacy variable which contains seven items, one item was eliminated because it did not meet the loading factor value criteria, namely the fifth item. The item with the highest value is  $Z_2$  Day  $Z_6$ , namely about the need for process and the need for the role of parents. For the entrepreneurial intention variable, which was measured with six items, all of them were declared valid with two items with the highest loading factor value being  $Y_2$  and  $Y_5$ , which is about strong determination and confidence in choosing a professional path in the business sector.

Based on these findings, it can be illustrated that with a process that is carried out well, through the development of a curriculum designed to develop students' entrepreneurial interests, the implementation of teaching that also provides an overview of the business world and its opportunities, as well as integrated training, students will be able to increase their determination and confidence to be able to choose the entrepreneurial path as their professional choice. This is of course very good because students and alumni of the economics and business faculty at Unkhair University will be able to become job creators for themselves and at the same time will be able to provide employment opportunities for another workforce.

Likewise, the role of parents who are present in the learning process of students and college students does not only direct their children to be involved in the civil service environment. Where the measure of a child's success can be seen from their entry into the civil service environment. However, the role of parents is really needed by providing encouragement to be able to develop and be creative in the business world by providing direction, introducing and providing motivation. Likewise, helping to build relationships with colleagues or family who have experience or business activities will really help students to be more confident in their determination and professional choices in the field of entrepreneurship.

Several studies have results that support this research, namely [13], which reveals that there is a positive relationship between family support and self-efficacy in students' career decision making in the final year; [14], also revealed a positive relationship between family support and adolescent self-efficacy; and [15], firmly found that there was a significant and positive influence of the family support variable on the self-efficacy of parents in Salatiga, Central Java; somewhat different findings were expressed by [16], that family support can have a positive and negative influence on women entrepreneurs in Türkiye;

#### **Influence of Self Efficacy (SE) on Entrepreneurial Intention (EI) of Students at the Faculty of Economics and Business, Khairun University**

Based on the table above, it appears that SE has an effect on students' EI. This shows that the SE variable can be used as a predictor of the EI level of students at the economics faculty at Khairun University. In this case, the SE variable can be used to predict the influence of the SE variable on student interest. Based on the table above, the direction of the influence is positive, which means that high or low EI is largely determined by SE. Because it is positive, if the students' SE is high, it will cause the students' EI to also be high. Meanwhile, if SE is low, it will cause the students' EI level to also be low.

As is known, SE is the level of self-confidence possessed by a person which arises from a combination of various factors, including congenital factors and formed and environmental factors. Therefore, it can be said that SE is the result of a combination of innate genes and various other forming factors. In the end, a person's SE will be largely determined by their attitude, for example courage, how they make decisions, their level of tolerance for risk, and so on. If things like those mentioned above are strong, of course it will be able to influence the perception of interest in carrying out entrepreneurial activities which require a personality who really likes work that is very challenging rather than work that is relatively routine from time to time.

Research that supports the findings above is [17], research conducted on students in Surabaya has found that there is a positive relationship between entrepreneurial self-efficacy and entrepreneurial intentions; [18], that self-efficacy has a positive effect on entrepreneurial intentions in research conducted on students in Vietnam; Likewise, [19], who conducted research at universities in Malaysia, succeeded in revealing that entrepreneurial self-efficacy had a positive and significant effect on students' entrepreneurial intentions; [20], also revealed that self-efficacy has a positive and significant effect on students' entrepreneurial intentions; [21] who also conducted research on students' entrepreneurial interests in China also revealed that entrepreneurial self-efficacy had a positive and significant effect on students' entrepreneurial intentions.

#### **Indirect Effects**

	<b>Original Sample (O)</b>	<b>Sample Mean (M)</b>	<b>Standard Deviation (STDEV)</b>	<b>T Statistics ( O/STDEV )</b>	<b>P Values</b>
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FS -> SE -> NO	,310	,320	,075	4,152	,000
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### **The Influence of Family Support on Entrepreneurial Intention Through Self-Efficacy of Students at the Faculty of Economics and Business, Khairun University**

Based on the table above, it appears that the role of the SE variable as a mediator between FS and EI is accepted, which means that it is certain that the SE variable can mediate the relationship between the two in research conducted on students at the economics faculty at Khairun University. These results show that in an effort to increase students' EI interest in the economics faculty student environment at Khairun University, apart from encouraging the role of each student's family, it can also be done by increasing the SE of each student. This can be done by encouraging various student activities that can train students to become more familiar with the various ins and outs of business activities. This can even be done by providing students with extracurricular activities that will train them in responsibility, courage, courage to take risks, and various other supporting activities.

## **5. CONCLUSIONS AND RECOMMENDATIONS**

### **1. Conclusion**

Based on the results of the research discussion above, several conclusions can be drawn as follows:

- Variable family support and self-efficacy has a significant and positive effect on entrepreneurial intention. This shows that if the family support and self-efficacy variables of the students are good or high, it will cause the students' entrepreneurial intention to also be good or high. Likewise, vice versa.
- Self-efficacy can mediate the relationship between family support and entrepreneurship among students at the economics and business faculty at Khairun University. For this reason, in an effort to encourage interest businessman Students, apart from needing to improve family support, can also be done by increasing students' self-efficacy.

### **2. Suggestion**

So that this research can be applied in practice, several research suggestions that can be given are as follows:

- Family support revealed that the indicator with the smallest loading value was about assistance in the form of capital, so it was necessary to provide business capital for students by the family.
- The aspect of self-efficacy that is revealed with loading smallest is about the lack of business knowledge of students, therefore there is a need to emphasize the curriculum more on practice and introduction to the world of business for students.
- On variable entrepreneurial interest expressed that para students still lack seriousness in thinking about business. For this reason, it is necessary to always provide motivation and direction to students to be able to become more involved in the business world. This includes various activities that present business practitioners and entrepreneurs who have been successful in the business world as inspiration for students.

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