

Building Entrepreneurial Intention: The Role of Education, Environment, and Self-Efficacy in Driving MSME Success

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Abstract

Entrepreneurship has become a crucial solution for addressing unemployment and economic inequality in Indonesia, where micro, small, and medium-sized enterprises (MSMEs) form the backbone of the national economy. Recent trends, however, reveal a decrease in entrepreneurial motivation among university students, raising worries regarding the viability of MSMEs. This study examines the influence of entrepreneurship education and familial environment on students' entrepreneurial aspirations, with self-efficacy serving as a mediating variable. This study's originality lies in emphasizing the mediating function of self-efficacy within the Indonesian environment, where students encounter both opportunities and obstacles in engaging in entrepreneurial endeavors. This study utilized a quantitative survey methodology with a cross-sectional design, encompassing 221 students from several institutions in Jakarta who had engaged in entrepreneurship-related courses. Data were gathered with a standardized questionnaire and analyzed via Structural Equation Modeling. The findings demonstrate that entrepreneurship education and the familial environment substantially affect students' entrepreneurial intentions, both directly and indirectly via self-efficacy. Entrepreneurship education significantly influences self-efficacy, which in turn amplifies entrepreneurial intention. The familial environment significantly contributes to the development of pupils' confidence and drive to participate in entrepreneurial endeavors. These findings imply that fostering entrepreneurial interest among students requires not only effective curriculum design but also active family support to strengthen self-efficacy. The study recommends that universities, families, and policymakers collaborate in creating a conducive ecosystem that encourages students to pursue entrepreneurship, thereby contributing to the growth and sustainability of MSMEs in Indonesia.

Keywords: Entrepreneurship Education; Entrepreneurial Intention; Entrepreneurial Intention; Family Environment; MSMEs

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INTRODUCTION

The entrepreneurial landscape among students today reveals a concerning trend: a decline in interest in entrepreneurship, particularly among those who aspire to manage micro, small, and medium-sized enterprises (MSMEs). This decline in entrepreneurial intent is particularly worrying, especially as the global economy increasingly relies on MSMEs for job creation and economic stability (T. Ahmed et al., 2020; Aulia & Badawi, 2023).

Micro, Small, and Medium Enterprises (MSMEs) are widely recognized as the foundation of the Indonesian economy, contributing significantly to employment and GDP growth (Kusumojanto et al., 2021). However, despite their strategic role, the number of MSME entrepreneurs in Indonesia remains limited, and their sustainability is often challenged by product homogeneity, weak innovation, and a lack of young entrepreneurs (Parlyna et al., 2024). University students are expected to become a new driving force for MSMEs due to their access to knowledge, technology, and social networks. Yet, recent surveys indicate that students' interest in entrepreneurship, particularly in establishing MSMEs, is relatively low. Most students still prefer career paths as employees rather than taking the risk of becoming entrepreneurs. This condition poses a threat to the regeneration of MSME actors in Indonesia (Kusumojanto et al., 2021).

MSMEs are considered a vital solution to address high unemployment rates in Indonesia by creating jobs (Mahfudzi & Fitri, 2022). However, this sector is currently underperforming, often due to product homogeneity and a lack of innovation among existing MSMEs (Parlyna et al., 2023; Widyastuti et al., 2023). Promoting an entrepreneur orientation is crucial for improving performance and the success of these businesses (Parlyna et al., 2023).

Entrepreneurship is essential for income generation and creating new job opportunities, which are crucial in addressing unemployment challenges in many countries (Elnadi & Gheith, 2021). The increasing number of individuals seeking employment, coupled with limited job openings, highlights the urgent need to promote entrepreneurship, particularly the Micro, Small, and Medium Enterprises (MSMEs) (Samala et al., 2022). In Indonesia, for example, fostering an interest in entrepreneurship from an early educational stage is considered a key strategy for reducing unemployment (Alfan & Andriansyah, 2022; Kusumojanto et al., 2021).

Entrepreneurs are widely recognized as the key drivers for economic growth and prosperity, and they play a crucial role in generating income and creating new job opportunities (Dragin et al., 2022; Hieu & Loan, 2022; Hussain et al., 2018; Shen et al., 2017). This is particularly important in addressing the challenge of unemployment, especially in countries like Indonesia, where the number of job seekers frequently surpasses the quantity of accessible job openings (Samala et al., 2022). Cultivating an interest in entrepreneurship from an early educational stage is considered a key strategy for reducing unemployment and promoting business development, particularly for Micro, Small, and Medium Enterprises (MSMEs) (Hieu & Loan, 2022; Nguyen et al., 2019).

Previous studies on entrepreneurial intention in Indonesia have largely examined the roles of entrepreneurship education and family support in shaping students' entrepreneurial behavior (Hieu & Loan, 2022; Kusumojanto et al., 2021; Laurent & Puspitowati, 2024). However, findings remain inconsistent: some studies report significant effects of entrepreneurship education, while others highlight limited impacts due to a more theoretical rather than practical teaching approach. Similarly, the role of family environment is still debated, as not all students receive equal levels of encouragement or resources from their families. Moreover, only a few studies have examined mediators of self-efficacy, particularly in the Indonesian context, to explain why some students translate their exposure to education and family support into entrepreneurial intentions, while others do not. The role of entrepreneurship education and environmental factors on motivation in starting a business and self-efficacy as a moderator in this connection is an interesting but complex aspect (Minah & Soelaiman, 2024). Another opinion (Kusumojanto et al., 2021) added that self-efficacy not only functions as a predictor but can also be an important mediator explaining how external factors such as education and family support transform into entrepreneurial intentions.

The Global Entrepreneurship Report (GEM) shows that the percentage of individuals who intend to start a business in several developing countries is much lower than in countries with similar levels of economic development (Nguyen et al., 2019). Researchers are actively investigating the underlying reasons behind the low desire to become entrepreneurs among young people (Samala et al., 2022). In short, although entrepreneurship and MSMEs play a crucial role in job creation and economic growth, the low level of entrepreneurial interest among Indonesian students is influenced by a combination of internal factors, such as low self-efficacy, and external factors, including an unsupportive education system and diverse family influences (Samala et al., 2022). Based on this information, the author wishes to conduct research on the impact of entrepreneurship education and family environment on entrepreneurial interest, with self-efficacy as a mediating variable among students in Jakarta.

This research contributes to the current literature by examining how a person's self-efficacy mediates the connection between entrepreneurial intention, family environment, and entrepreneurship education, specifically among university students in Jakarta. The novelty lies in highlighting the psychological mechanism of self-efficacy as a crucial bridge that transforms external support (education and family) into concrete entrepreneurial

intention. By focusing on the capital city Jakarta, the center of Indonesia's economy and education, this research provides a fresh empirical insight into how young educated individuals can be encouraged to pursue entrepreneurship, thereby strengthening the sustainability and growth of MSMEs in Indonesia.

LITERATURE REVIEW

Entrepreneurial Intention

Entrepreneurial intention is typically characterized as a cognitive state signifying a commitment to undertake acts or a sequence of actions in the future pertaining to entrepreneurship. (Ayyubi et al., 2018; Hassan, 2020). Entrepreneurial Intention creates the mindset that directs, guides, coordinates, and controls the fundamental concepts (actions) of developing, implementing, and evaluating new businesses (Kusumojanto et al., 2021). Overall, Prospective entrepreneurs' entrepreneurial interest and readiness to confront numerous problems are crucial to the success of an entrepreneurial venture, which in turn determines the profitability of the business. This is thought to be the most accurate indicator of an entrepreneur's actions, as individuals tend to exhibit such behavior after they have developed an interest in doing so (Ayyubi et al., 2018). The success of an entrepreneur's endeavor is significantly influenced by the prospective entrepreneur's enthusiasm for entrepreneurship and their preparedness to confront diverse hurdles to achieve profitable results.

Entrepreneurship Education

Entrepreneurship education is a series of formal educational activities aimed at training individuals to develop the community economy by introducing knowledge about small business creation and entrepreneurship (Samala et al., 2022). The purpose of Entrepreneurship education is to create and build students with the necessary knowledge, abilities, and experience to launch their own enterprises (Kusumojanto et al., 2021). EE is not required to be a stand-alone class; rather, it can be woven into any curricula (Samala et al., 2022). In Indonesia, it has become an important focus in the field of entrepreneurship education in higher education to provide learners with the knowledge and abilities to launch their own enterprises and create job openings for the final project (Parlyna et al., 2023). However, several studies in Indonesia show that EE may not yet directly or significantly influence students' interest in entrepreneurship, which could be due to an educational focus that is more oriented towards material or knowledge than the improvement of practical entrepreneurial projects (Kusumojanto et al., 2021).

Self-Efficacy

A person with self-efficacy can be defined as the belief in their own abilities to successfully launch and manage a new business SMSE (Wang et al., 2023). According to Liu et al. (2019). Individuals' self-evaluations of their own abilities to accomplish their goals, rather than the skills themselves, are the focus of self-efficacy. When faced with challenges, people who trust in their own ability are more likely to take on challenging projects and ultimately succeed (Elnadi & Gheith, 2021). The confidence that one can make use of one's intrinsic drive, one's existing mental tools, and one's planned actions to triumph over adversity is also part of self-efficacy (Maheshwari & Kha, 2022).

Family Environment

The family environment is considered the first and most influential setting in which children receive education to create a business, which shapes their behavior and life goals (Kusumojanto et al., 2021). The family provides a framework for the biological and social production and reproduction of individuals, including the sharing of material resources, the giving and receiving of care, legal rights and obligations, as well as moral and emotional bonds (Ayyubi et al., 2018)

METHOD

The research strategy used in this study is a descriptive cross-sectional quantitative analysis, employing a quantitative methodology utilizing a descriptive cross-sectional design to analyze the relationship among the studied variables. This design entails gathering information all at once to analyze patterns and relationships, which is appropriate for establishing associative causal relationships between phenomena (Rasulong et al., 2025). The participants and procedures population for the study consists of students in Jakarta. Participants and methodology: This study targets students in Jakarta. The choice of students as a sample in entrepreneurship research in Indonesia is pertinent due to the low interest in establishing MSMEs and the limited number of entrepreneurs in the country. Participants were enrolled students engaged in higher education at multiple universities in Jakarta. Active students were chosen due to their critical transitional phase in career planning, rendering them especially pertinent for research on entrepreneurial interest. The selection of Jakarta as the location is based on its status as the center of education, economy, and business in Indonesia, providing students in this region with greater exposure to entrepreneurial opportunities and challenges. The study employed purposive sampling, involving 221 student respondents.

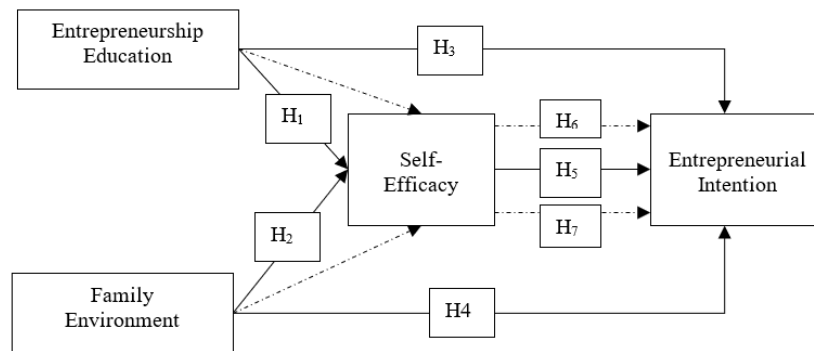


Figure 1. Research Framework

The Relationship between Entrepreneurship Education, Family Environment, and Self-efficacy

Entrepreneurship education enhances students' self-confidence by imparting knowledge, skills, and practical experience pertinent to the business realm. (Wu et al., 2022). Students who receive entrepreneurship education gain knowledge of business theory as well as decision-making, risk-taking, and creative thinking skills (Hussain et al., 2018). This encourages them to think they can manage their own companies. Self-efficacy is very strongly influenced by the home environment. Students' self-confidence can be bolstered by the emotional support, inspiration, and role models provided by family members who are business owners (Salami, 2017). A bold and resilient mindset will be fostered by families that support independence and allow for experimentation. (Tentama et al., 2024).

H₁: Entrepreneurship education has a positive and significant effect on self-efficacy.

H₂: The family environment has a positive and significant effect on self-efficacy.

The Relationship between Entrepreneurship Education, Family Environment, Self-efficacy, and Interest in Entrepreneurship

Students who receive an education in entrepreneurship gain practical business experience, knowledge, and abilities (Salami, 2017). Students are educated to think creatively, make judgments, and confront business risks through lectures, training, or entrepreneurship programs. (Turulja et al., 2020). This understanding cultivates the conviction that entrepreneurship transcends theory and is practicable in reality. Consequently, the quality of entrepreneurship education that students get correlates positively with their interest in entrepreneurship. The family constitutes the primary social environment that influences an individual's views and mindset (Shahzad et al., 2021). Familial support, encompassing inspiration, entrepreneurial parental role models, and both moral and material assistance, has been demonstrated to inspire students to pursue entrepreneurship (Nie et al., 2023). Students raised in households with an entrepreneurial environment exhibit a greater inclination towards entrepreneurship than those lacking familial support (Valencia-Arías et al., 2021). Self-efficacy is the crucial psychological determinant in fostering an interest in entrepreneurship. (Sugianingrat et al., 2020). Students with self-assurance in their capabilities will exhibit a greater propensity for risk-taking, demonstrate resilience in the face of challenges, and maintain a belief in their potential for success. Elevated self-efficacy enhances students' confidence in making decisions to initiate their business. (Andriyati et al., 2024). Consequently, increased self-efficacy among students correlates with heightened desire to pursue entrepreneurship (Parreira et al., 2018).

H₃: Entrepreneurship education has a positive and significant effect on entrepreneurial intention.

H₄: The family environment has a positive and significant effect on entrepreneurial intention.

H₅: Self-efficacy has a positive and significant effect on entrepreneurial intention.

Mediation of Self-efficacy on Entrepreneurship Education and Family Environment on Interest in Entrepreneurship

Entrepreneurship education equips students with information and skills while enhancing their self-efficacy in navigating the business landscape (Malebana & Swanepoel, 2019). Students engaged in entrepreneurship education generally exhibit increased confidence in their capacity to manage risks, cultivate company concepts, and operate a business autonomously (Xu et al., 2023). This confidence subsequently enhances their interest in entrepreneurship. The familial environment significantly impacts the development of pupils' self-efficacy. Parental or sibling entrepreneurial role models, moral support, and encouragement towards independence enhance pupils' confidence in their capabilities (Maheshwari & Kha, 2022). This confidence ultimately enhances their interest in entrepreneurship. The home environment directly influences entrepreneurial desire, and this influence intensifies when kids possess high self-efficacy (Kusumojanto et al., 2021). This indicates that self-efficacy

modulates these connections between the familial environment and entrepreneurial intention (Nguyen et al., 2019).

H₆: Self-efficacy mediates the positive and significant effect of entrepreneurship education on entrepreneurial intention.

H₇: Self-efficacy mediates the positive and significant effect of family environment on entrepreneurial intention.

The research instrument was an online questionnaire with a 1–5 Likert scale, which included indicators of entrepreneurship education, family environment, self-efficacy, and interest in entrepreneurship, adapted from previous research. With the help of SmartPLS software version 4.0, data were analyzed using PLS-SEM, through validity, reliability, and mediation analysis stages. The following are the indicators of self-efficacy, interest in entrepreneurship, family environment, and entrepreneurship education. The following are the indicators used in the study:

Table 1. Variable Indicators

Variables & References	Indicator	Measures
Interest Entrepreneurship (Liu et al., 2019; Nguyen et al., 2019)	1. Desire to start your own business	I am willing to put in the time and effort necessary to become a successful businessperson.
	2. Intention to make entrepreneurship a career	I intend to launch and run my business to the best of my ability.
	3. Willingness to face the challenges of entrepreneurship	The idea of going into business for myself still hasn't fully clicked with me. I intend to launch my own business someday.
	4. Desire to build a sustainable MSME	Becoming an entrepreneur is one of my life goals. Sooner rather than later, I hope to launch my own business.
	5. Referring to entrepreneurship over working as an employee	In a perfect world, I would take the liberty of starting my own business.
Education Entrepreneur (Liu et al., 2019; Nguyen et al., 2019)	1. Entrepreneurial knowledge acquired	Entrepreneurship ought to be taught in secondary and post-secondary education.
	2. Managerial skills taught	Should the opportunity arise, I will pursue the discipline of Entrepreneurship.
	3. Practical entrepreneurial experience	Entrepreneurship ought to be a mandatory course to promote entrepreneurial skills within the educational curriculum.
	4. Campus encouragement for entrepreneurship	Educational institutions have to implement additional entrepreneurship initiatives to facilitate improved beginnings for students. I possess extensive skills in management and entrepreneurship. I possess numerous entrepreneurial experiences.
Self-Efficacy (Indyastuti et al., 2021; Liu et al., 2019)	1. Confidence in being able to find business opportunities	I am capable of delineating organizational roles. I am capable of generating innovative concepts. I am capable of developing new items.
	2. Confidence in managing business risks	New services can be created by me. I can establish and achieve sales objectives.
	3. Confidence in developing a business plan	I can use unique concepts to motivate entrepreneurial collaborators.
	4. Confidence in developing new products/services	I am capable of producing a comprehensive and coherent company plan.
	5. Confidence in achieving business goals	I can formulate a definitive strategy for the future trajectory of entrepreneurship.
Family Environment (Hieu & Loan, 2022; Kusumojanto et al., 2021)	1. Moral support from parents	I consistently embody the spirit of competition in my daily life.
	2. Financial support (capital, assets)	I possess a greater capacity for capital, asset accumulation, or inheritance.
	3. Role model of parents/family members who are entrepreneurs	I am motivated to pursue a career in entrepreneurship because of my parents. Helping out with my parents' business has only increased my desire to strike out on my own.

Variables & References	Indicator	Measures
	4. Family involvement in student business activities	My loved ones will be there for me no matter what if I decide to start my own business. My family is fully behind my decision to start my own business.

RESULT

In an effort to fortify Indonesia's micro, small, and medium-sized enterprises (MSMEs), this study analyzed survey responses from 221 students in Jakarta to determine what variables impact their desire to start their own business. The PLS method for data analysis. This method takes into account both the factors' direct and indirect impacts on one another through tests for the route coefficient and indirect effect. The results shed light on how factors like self-efficacy, family dynamics, and entrepreneurship education influence the likelihood that an individual will pursue entrepreneurship among students as future SME practitioners.

Table 2. Descriptive Statistics of the Respondent Profile

Description	Frequency	Percentage (%)
Gender		
Women	136	61,54%
Men	85	38,46%
Age Group		
18–20	79	35,75%
21–25	116	52,49%
26–30	14	6,33%
31–35	4	1,81%
36+	8	3,62%

Based on Table 2, the findings of a poll conducted with 221 university students in Jakarta, the majority of respondents were women, with 136 people (61.54%), while men totaled 85 people (38.46%). This composition shows that women's participation in the survey is quite high, which can be an indication of the increasing role of women in entrepreneurial potential in the future. Judging from the age group, most respondents were in the early productive age range, namely 21–25 years, as many as 116 people (52.49%), followed by the 18–20 year age group, as many as 79 people (35.75%).

Meanwhile, the age group of 26-30 years old totaled 14 people (6.33%), the age group of 31-35 years old totaled 4 people (1.81%), and the age group of over 36 years old totaled 8 people (3.62%). The dominance of young respondents reflects that the potential for entrepreneurship among students is huge, considering that they have just begun their professional journeys and have high flexibility to develop business ideas.

This finding is vital for MSMEs to grow in Indonesia, as students, especially in Jakarta, have access to information, technology, and social networks that can be utilized to build businesses. If this interest in entrepreneurship is facilitated through effective entrepreneurship education and environmental support (family, campus, and government), then their contribution in strengthening the MSME sector can increase significantly. Given that MSMEs are the backbone of the Indonesian economy, the involvement of this younger generation has the potential to accelerate innovation, expand markets, and create new jobs in various sectors.

Table 3. Outerloading

Variables	Education Entrepreneurship	Entrepreneurial Intention	Family Environment	Self Efficacy
EE 1	0,794			
EE 2	0,907			
EE 3	0,889			
EE 4	0,917			
EI 1		0,764		
EI 2		0,817		
EI 4		0,788		
EI 5		0,841		
EI 6		0,867		
FE 1			0,712	
FE 2			0,802	
FE 3			0,877	
FE 4			0,841	
SE 1				0,785

Variables	Education Entrepreneurship	Entrepreneurial Intention	Family Environment	Self Efficacy
SE 2				0,725
SE 3				0,854
SE 4				0,834
SE 5				0,783
SE 6				0,859
SE 7				0,773
SE 8				0,815

Based on Table 3, it is known that the variable items of Education Entrepreneurship (EE), Family Environment (FE), Entrepreneurial Intention (EI), and Self-Efficacy (SE) have a loading factor value above 0.7, so it can be said that the items used in this study are valid. Construct reliability and validity.

Table 4. Validity and Reliability of Laternt Variablrs

Variables	Cronbach's alpha	rho_a	rho_c	AVE
Education Entrepreneurship	0,901	0,920	0,931	0,771
Entrepreneurial Intention	0,874	0,876	0,909	0,666
Family Environment	0,826	0,844	0,884	0,657
Self Efficacy	0,922	0,924	0,936	0,647

According to Table 4, the reliability testing and construct validity outcome indicate that all research variables exhibit CA values exceeding 0.70, signifying the high level of internal consistency for the instrument. The Entrepreneurship Education variable exhibits the highest Cronbach's Alpha value at 0.901, whereas the Family Environment variable presents the lowest value at 0.826, remaining above the minimum threshold. Composite reliability values for all constructs surpassed the minimum threshold of 0.70, indicating that all constructs demonstrate sufficient reliability. The Self-Efficacy variable exhibited the highest rho_c value, measured at 0.936. The Average Variance Extracted values for all constructs exceed 0.50, thereby meeting the criteria for convergent validity. The Education Entrepreneurship variable exhibits the highest AVE value of 0.771, suggesting that its indicators account for over 77% of the construct variance. The instruments employed in this study have demonstrated reliability and validity, rendering them appropriate for subsequent analysis.

Table 5. F-Square

Variables	Education Entrepreneurship	Entrepreneurial Intention	Family Environment	Self Efficacy
Education Entrepreneurship		0,049		0,237
Entrepreneurial Intention				
Family Environment		0,184		0,070
Self Efficacy		0,214		

The variable of Entrepreneurship education has a small effect on the entrepreneurial intention. (0.049) but has a considerable impact on self-efficacy (0.237). Family Environment variable exhibits a moderate impact on Entrepreneurial Intention (0.184) and a little impact on Self-Efficacy (0.070).

The Self-Efficacy variable exerts a moderate effect on Entrepreneurial intention (0.214). The results demonstrate that self-efficacy significantly influences students' entrepreneurial interest, while Students' self-efficacy is greatly enhanced by entrepreneurial instruction.

Table 6. Discriminant Validity Test

Criteria HTMT	Education Entrepreneurship	Entrepreneurial Intention	Family Environment	Self Efficacy
Education Entrepreneurship				
Entrepreneurial Intention	0,683			
Family Environment	0,635	0,752		
Self Efficacy	0,649	0,747	0,579	

Table 6 displays the results of the evaluation of discriminant validity using the Heterotrait-Monotrait Ratio methodology. All HTMT values are beneath the threshold of 0.85, varying from 0.579 to 0.752. The HTMT values are as follows: 0.683 between Education Entrepreneurship and Entrepreneurial Intention, 0.635 between Education Entrepreneurship and Family Environment, and 0.649 between Education Entrepreneurship and Self-Efficacy. The correlations between Entrepreneurial Intention and Family Environment, Entrepreneurial Intention

and Self-Efficacy, and Family Environment and Self-Efficacy are 0.752, 0.747, and 0.579, respectively. The notions of Entrepreneurship Education, Family Environment, Self-Efficacy, and Entrepreneurial Intention assess distinct dimensions. Consequently, the measurement in this study is deemed valid and suitable for subsequent structural investigation.

Table 7. R-Square

Variables	R-square	R-square adjusted
Entrepreneurial Intention	0,597	0,591
Self Efficacy	0,403	0,398

According to Table 7 and the R-Square test findings in Table X, the R-Square value for the Entrepreneurial Intention variable is 0.597, with an adjusted R-Square value of 0.591. Entrepreneurship Education, Family Environment, and Self-eficacy collectively account for 59.7% of the variance in Entrepreneurial Intention, with the remaining 40.3% attributed to external factors not included in the research model. The R-Square value for the Self-Efficacy variable is 0.403, with an adjusted R-Square value of 0.398. Entrepreneurship Education and Family Environment account for 40.3% of the variance in Self-Efficacy, with the remaining 59.7% attributable to other variables.

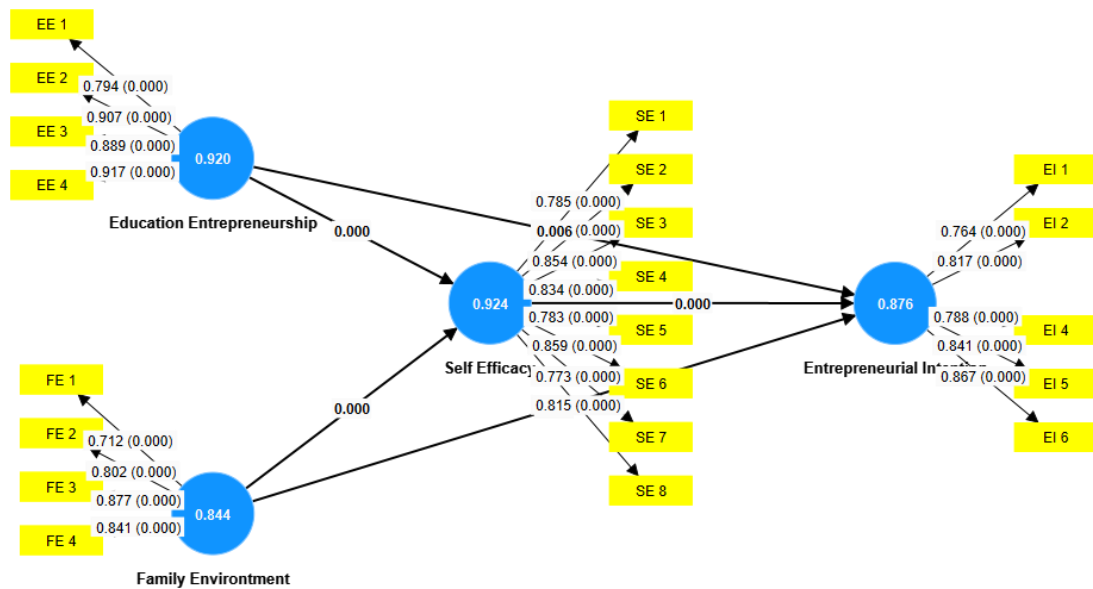


Figure 1. Research Model

Based on Figure 1, if the path coefficient is positive, then the influencer is unidirectional. If an ergogenous variable is asserted as increasing, the value of the ergogenous variable will also increase. The significance rules used are the P-Valuers and T-Statistic values. If the P-Valuers < 0.05 and have a T-Statistic > 1.96, then the significance level is categorized as significant (Wiraguna et al., 2025). The following are the results of the hypothesis testing carried out (Table 7).

Table 8. Direct Effect

Hypotesis	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values	Information
Education Entrepreneurship -> Entrepreneurial Intention	0,191	0,188	0,070	2,745	0,006	Accepted
Education Entrepreneurship -> Self-eficacy	0,459	0,457	0,061	7,535	0,000	Accepted
Family Environment -> Entrepreneurial Intention	0,344	0,349	0,073	4,719	0,000	Accepted
Family Environment -> Self-Efficacy	0,249	0,252	0,070	3,577	0,000	Accepted
Self-eficacy -> Entrepreneurial Intention	0,381	0,381	0,062	6,104	0,000	Accepted

- a. Entrepreneurship education to Entrepreneurial Intention has a path coefficient of 0.191, t-statistic value of 2.745, and p-value of 0.006. The value suggests that education on entrepreneurship has a positive impact on the entrepreneurial intentions of pupils. The level of entrepreneurship education that students receive is directly related to how likely they are to want to work in a company.
- b. Entrepreneurship Education to Self-efficacy shows the largest positive effect in the model, with a coefficient of 0.459, t-statistic value of 7.535, and p-value <0.001. This outcome confirms that teaching students to think like entrepreneurs not only improves their business knowledge but also boosts their self-assurance when it comes to starting and running their own company.
- c. Family Environment to Entrepreneurial Intention has a coefficient of 0.344, t-statistic value of 4.719, and p-value <0.001. This means that family support, both in the form of motivation, role models, and resources, significantly encourages students to have entrepreneurial intentions.
- d. Family Environment to Self-efficacy has a positive influence with a coefficient of 0.249, t-statistic value of 3.577, and p-value <0.001. This research indicates that a nurturing home environment might enhance students' confidence in company management, thereby influencing their entrepreneurial ambition.
- e. Self-efficacy to Entrepreneurial Intention has a coefficient of 0.381, t-statistic value of 6.104, and p-value <0.001. The results demonstrate that self-efficacy serves as a significant predictor of students' entrepreneurial intentions. A greater belief in their talents among students correlates with a heightened inclination to initiate a commercial venture.

Table 9. Indirect effect

Hypotesis	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ((O/STDEV))	P values	Information
Education Entrepreneurship -> Entrepreneurial Intention	0,175	0,175	0,039	4,422	0,000	Accepted
Family Environment -> Entrepreneurial Intention	0,095	0,095	0,029	3,223	0,001	Accepted

- a. Entrepreneurship Education to Entrepreneurial Intention through Self-Efficacy has an indirect effect coefficient of 0.175, t-statistic value of 4.422, and p-value <0.001. This proves that entrepreneurship education has a direct impact on students' intentions to start their own businesses and significantly boosts their confidence in their own abilities.
- b. Family Environment to Entrepreneurial Intention through Self-Efficacy has a coefficient of 0.095, t-statistic value of 3.223, and p-value = 0.001. A nurturing home environment can enhance pupils' entrepreneurial ambition by bolstering their confidence in their business acumen.

DISCUSSION

Entrepreneurial Education has a positive impact on Entrepreneurial Intention

The link between learning about entrepreneurship and the ambition to launch one's own company has been the subject of numerous studies. For example, (Agung et al., 2021; Saadat et al., 2021; Valencia-Arías et al., 2021) argue that entrepreneurship education shapes students' mindsets, attitudes, and behaviors that support entrepreneurship, thereby increasing the possibility of pursuing entrepreneurship as a profession. This statement is supported by Saadat et al. (2021), who found that entrepreneurship education has a positive impact on students' entrepreneurial mindset, increasing their awareness of entrepreneurial opportunities, thereby resulting in stronger entrepreneurial intent. Additionally, Valencia-Arías et al. (2021) emphasize how crucial the entrepreneurial mindset is, a culture formed through an educational framework that can significantly increase students' entrepreneurial intentions in an academic environment. Through learning about entrepreneurship, students get a greater sense of motivation to consider starting a business. However, many perceive that the courses are still too theoretical, so while the effect is positive, it is not strong enough to fully encourage them to establish MSMEs.

Entrepreneurial Education has a positive impact on Self-efficacy

Research by (Laurent & Puspitowati, 2024; Minah & Soelaiman, 2024; Wirjadi & Wijaya, 2023) shows that entrepreneurs' education is crucial to fostering the entrepreneurial spirit among students by enhancing their self-efficacy. This indicates that a well-designed educational curriculum can significantly enhance students' self-efficacy, which in turn positively impacts their interest in entrepreneurship (Laurent & Puspitowati, 2024). Furthermore, research by Wirjadi and Wijaya (2023) discovered that self-efficacy positively and significantly affects entrepreneurial intent, and also indicates that entrepreneurship education enhances self-efficacy. This corroborates the premise that Education in entrepreneurship has a double duty: it fosters an entrepreneurial spirit in pupils and strengthens their self-assurance in their abilities to achieve entrepreneurial success. Another study

done by Chandra and Budiono (2019) also confirms that entrepreneurial education has a significant effect on students' self-efficacy. The real condition shows that entrepreneurship education effectively boosts students' confidence. Students feel more capable of preparing business plans, managing risks, and developing new products. This highlights the crucial role of universities as "confidence builders" that trigger entrepreneurial courage.

Family Environment has a positive impact on Entrepreneurial Intention

Several studies prove that the backing of loved ones, both emotionally and financially, and physical support, significantly influence entrepreneurial intent. According to (Salami, 2017; Turulja et al., 2020). The family environment, including social networks and parents' socioeconomic status, contributes positively to the growth of entrepreneurial intent in adolescents. This is in line with what Li et al. (2022) highlight, which highlights that students from families with business experience are more likely to intend to start their own business than those without such backgrounds. This research confirms that the influence of family in shaping entrepreneurial intentions is significant, especially when parents are involved in business (Salami, 2017). Furthermore, research by Turulja et al. (2020) links informal support from the family environment and entrepreneurial capacity as important predictors of entrepreneurial intentions. Family support has been shown to provide strong motivation for individuals to start new businesses, as explained in another study reporting that family support has a positive influence on entrepreneurial intention and reduces the risk of business failure (Shahzad et al., 2021). In practice, students from entrepreneurial families or those receiving strong parental support are more likely to choose MSMEs regarding their professional trajectory. Conversely, students from families that prioritize formal employment tend to hesitate, even if they have received entrepreneurship education (Nie et al., 2023).

Family Environment has a positive impact on Self-Efficacy

Research has discovered that authoritative parenting styles and secure attachment within the familial context can enhance self-efficacy and entrepreneurial intent in adults. Positive experiences within the familial context demonstrate a capacity to enhance individuals' self-assurance in their entrepreneurial capabilities. This is in line with the findings by Salami (2017). The findings indicate that the familial context and the socioeconomic standing of parents can significantly affect self-efficacy, subsequently impacting entrepreneurial intent. This research underscores the notion that familial support is instrumental in the development of an individual's self-confidence. Furthermore, Tentama et al. (2024) asserted that familial support has the potential to enhance a spirit of entrepreneurship and intent by exerting a beneficial effect on confidence. The psychological support offered by family members contributes significantly to developing a person's self-efficacy, thereby enhancing their self-assurance in running a company. Comparable research substantiates that familial emotional support and resources markedly enhance individuals' self-assurance in their entrepreneurial competencies (Mahfudzi & Fitri, 2022; Ugwueze et al., 2022). The presence of familial support has been demonstrated to bolster students' self-assurance. For example, students who have assisted their parents in business endeavors exhibit a greater sense of readiness to confront entrepreneurial challenges compared to those lacking such experience.

Self-efficacy has a positive impact on Entrepreneurial Intention

Research stresses how important self-efficacy is in shaping entrepreneurial ambition. A highly self-efficacious individual tends to believe they can reach their business goals, which makes them more motivated to start and run a firm. Studies show that those who have a lot of self-efficacy are more likely to be brave in going for their business goals (Parreira et al., 2018). This understanding is essential as it distinguishes between individuals who have knowledge of entrepreneurship and those who are confident in their abilities to apply that knowledge effectively for success in the business domain. Moreover, research undertaken by (I. Ahmed (2022) shows a strong link between self-efficacy and the desire to start a business, with social support being a big part of boosting self-efficacy and, in turn, the desire to start a business. This indicates that external influences, such as encouragement from friends and family, may play a crucial role in fostering self-confidence, a vital quality for aspiring entrepreneurs. Studies indicate that persons exhibiting elevated self-confidence are significantly more likely to initiate the formation of a micro, small, or medium enterprise (MSME). They foster a spirit of entrepreneurship and the courage to engage with uncertainties (Sugianingrat et al., 2020).

Self-efficacy mediates the connectivity between Entrepreneurial Education and Entrepreneurial Intention

Research by this further substantiates the notion that self-efficacy serves a mediating role in Chinese entrepreneurship education. This research revealed that self-efficacy completely controls the learning outcomes of entrepreneurship courses, underscoring the importance of self-efficacy in entrepreneurship as a result of entrepreneurship education. In other words, pupils are inclined to pursue their dreams of being entrepreneurs if they believe in their abilities. Additionally, research by Hoang et al. (2020) discovered that the learning orientation plays a significant mediating role in the relationship between entrepreneurship education and aspirations to launch a company. So, it seems like educational approaches aimed at enhancing self-efficacy

empower students to gain confidence in pursuing entrepreneurial endeavors, equipping them to comprehend and tackle the challenges that lie ahead. This suggests that when students' confidence is successfully increased, entrepreneurship instruction is more successful. Students are inclined to realize their goals more frequently by tangible entrepreneurial action if they get entrepreneurship education that increases their sense of self-efficacy.

Self-efficacy mediates the connectivity between Family Environment and Entrepreneurial Intention

Research indicates that self-efficacy, an intermediary between home environment and entrepreneurial ambition, is positively and significantly impacted. Interestingly, the start of a business will rise in tandem with self-efficacy (Gunarso & Selamat, 2020; Widyastuti et al., 2023). Another study concluded that the family environment has a positive and significant indirect influence on entrepreneurial intent, mediated by self-efficacy (Barri Mahfudzi & Fitri, 2022). Better and more encouraging family environments boost Generation Z's self-efficacy, which fuels their aspiration to launch a sole proprietorship. Surprisingly, children who have strong familial values tend to exude confidence, which raises the possibility that they may participate in MSMEs. In addition to offering spiritual support, family encouragement gives entrepreneurs a sense of stability when they launch their businesses (Kusumojanto et al., 2021).

CONCLUSION

This study examines the effect of entrepreneurship education and family environment on entrepreneurial interest, with self-efficacy acting as a mediating variable among students in DKI Jakarta, resulting in the following conclusions. There is strong evidence from this study that entrepreneurial programs and their associated familial environment substantially affect students' entrepreneurial tendencies, both directly and indirectly by improving self-efficacy. Entrepreneurship education emerged as the most significant factor in enhancing students' confidence to initiate a firm, although familial support offered crucial encouragement and drive to confront entrepreneurial risks. Self-efficacy has emerged as a significant factor motivating students to actively engage in entrepreneurial endeavors. This circumstance indicates that Indonesian students, especially in Jakarta, possess significant potential to become future MSME entrepreneurs when provided with practical and pertinent entrepreneurship education and familial support. Consequently, enhancing MSMEs in Indonesia necessitates collaboration among institutions, families, and politicians to establish a supportive ecosystem that promotes the development of competitive young entrepreneurs.

This study possesses certain limitations that must be acknowledged when analyzing the results. The research was exclusively conducted among students in Jakarta; hence, the findings may not completely depict the situations of kids in different regions of Indonesia with varying social, economic, and cultural attributes. Using a cross-sectional methodology, the study captures the circumstances at a certain moment and does not facilitate the monitoring of changes in entrepreneurial intention and self-efficacy over a long time. There is a possibility of response bias when using a self-reported questionnaire since individuals may offer socially desired answers instead of accurately representing their true perceptions or behaviors. The study exclusively examined entrepreneurship education, family environment, and self-efficacy, omitting other potential influencing factors such as financial literacy, access to finance, peer influence, and the entrepreneurial ecosystem from the model. Consequently, subsequent research should broaden the respondent demographic, utilize a longitudinal framework, and integrate supplementary variables to enhance the understanding of the determinants affecting students' entrepreneurial intentions and their role in fortifying MSMEs in Indonesia.

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