



The effect of entrepreneurship education, income expectations and family environment on entrepreneurial interest based on gender

Section:
HR management

Fajar Anggraini^{1*}, Diah Pralitasari² 

Sekolah Tinggi Ilmu Ekonomi Indonesia Jakarta, Jakarta, Indonesia

Abstract

This study examines the effects of entrepreneurship education, income expectations, and family environment on students' entrepreneurial interest at a private college in Jakarta. A quantitative approach was employed, with data collected through a questionnaire distributed via Google Forms. The population comprised students from the 2020, 2021, and 2022 cohorts at the same institution who had completed entrepreneurship courses. A sample of 100 respondents was analyzed using Structural Equation Modeling-Partial Least Squares (SEM-PLS) with SmartPLS version 4.1.0.1. The findings indicate that entrepreneurship education has a direct positive effect on entrepreneurial interest, while income expectations show no significant effect. In contrast, the family environment demonstrates a direct effect on entrepreneurial interest. From a practical standpoint, higher education institutions should strengthen experiential entrepreneurship curricula and foster supportive family engagement through workshops or parent outreach programs. Policymakers may consider integrating family-based entrepreneurial mentoring into formal education. Educators should not overemphasize income expectations when promoting entrepreneurship, as financial motives alone do not significantly drive student interest.

Received: 7/17/2025
Revised: 9/18/2025
Accepted: 11/1/2025
Online: 12/1/2025

JRMB
Jurnal Riset
Manajemen dan Bisnis

Vol. 10, No. 2, 2025
pp. 107-116

Keywords:

Entrepreneurship education; income expectations; family environment; entrepreneurial interest

Corresponding author

Fajar Anggraini. Email: fjaranggraini02@gmail.com

© The Author(s) 2025

DOI: <https://doi.org/10.36407/jrmb.v10i2.1215>



CC BY: This license allows reusers to distribute, remix, adapt, and build upon the material in any medium or format, so long as attribution is given to the creator. The license allows for commercial use.

Studi ini meneliti pengaruh pendidikan kewirausahaan, ekspektasi pendapatan, dan lingkungan keluarga terhadap minat kewirausahaan mahasiswa di sebuah perguruan tinggi swasta di Jakarta. Pendekatan kuantitatif digunakan, dengan data dikumpulkan melalui kuesioner yang didistribusikan melalui Google Forms. Populasi terdiri dari mahasiswa angkatan 2020, 2021, dan 2022 di institusi yang sama yang telah menyelesaikan mata kuliah kewirausahaan. Sampel sebanyak 100 responden dianalisis menggunakan Structural Equation Modeling-Partial Least Squares (SEM-PLS) dengan SmartPLS versi 4.1.0.1. Hasil penelitian menunjukkan bahwa pendidikan kewirausahaan memiliki pengaruh positif langsung terhadap minat kewirausahaan, sedangkan ekspektasi pendapatan tidak menunjukkan pengaruh yang signifikan. Sebaliknya, lingkungan keluarga menunjukkan pengaruh langsung terhadap minat kewirausahaan. Dari sudut pandang praktis, lembaga pendidikan tinggi harus memperkuat kurikulum kewirausahaan berbasis pengalaman dan mendorong keterlibatan keluarga yang mendukung melalui lokakarya atau program penyuluhan orang tua. Para pembuat kebijakan dapat mempertimbangkan untuk mengintegrasikan pendampingan kewirausahaan berbasis keluarga ke dalam pendidikan formal. Para pendidik sebaiknya tidak terlalu menekankan ekspektasi pendapatan ketika mempromosikan kewirausahaan, karena motif finansial saja tidak secara signifikan mendorong minat siswa.

Kata kunci: Pendidikan kewirausahaan; ekspektasi pendapatan; lingkungan keluarga; minat kewirausahaan

INTRODUCTION

Indonesia is the fourth most populous country in the world, after China, India, and the United States. Currently, Indonesia is experiencing a demographic bonus, where the productive-age population accounts for more than 68% of the total population (Aini & Oktafani, 2020). Despite this potential, unemployment remains a serious and persistent problem that requires effective handling. According to Aqmal et al. (2020), the causes of unemployment include intense competition and limited employment opportunities relative to the number of job seekers, particularly among undergraduate and diploma graduates. Unemployment is a social problem that countries must face due to population surges, and rising unemployment can disrupt economic growth (Aqmal et al., 2020). Franita & Fuady (2019) add that unemployment has severe impacts on both social and economic conditions, driven by a lack of available jobs and insufficient expertise among job seekers.

Entrepreneurship has emerged as an alternative solution to overcome unemployment in Indonesia (Salamzadeh et al., 2022). Entrepreneurial activities offer multiple benefits, including the creation of new jobs (Satyantoro et al., 2021). However, the average university graduate tends to be more prepared to seek employment than to create jobs. This is partly due to the prevailing university learning system, which focuses on helping students graduate quickly and secure jobs aligned with their majors. Encouraging graduates to become entrepreneurs is not easy to implement; it requires an innovative attitude to keep pace with the challenges of globalization (Aqmal et al., 2020).

Entrepreneurship education is one of the key factors influencing entrepreneurial interest. Entrepreneurship education is a discipline aimed at improving people's understanding of entrepreneurship at both institutional and higher education levels (Satyantoro et al., 2021). Its goal is to change students' perceptions and perspectives about pursuing an entrepreneurial career (Sintya, 2019). Institutions bear the responsibility of preparing graduates to enter the workforce by teaching entrepreneurial skills and inspiring them to choose entrepreneurship as a life calling (Sintya, 2019). The Indonesian government has made various efforts to increase the number of entrepreneurs by including entrepreneurship courses in university curricula. For example, a private college in Jakarta offers entrepreneurship courses in the early semesters, expecting that students will see entrepreneurship as a viable career choice.

Nevertheless, various external and internal factors hinder the development of entrepreneurial potential in Indonesia, leading to low public entrepreneurial interest (Siregar & Lubis, 2022). Young people must develop a strong interest in entrepreneurship so that the entrepreneurial spirit becomes embedded in them, fostering an entrepreneurial personality

(Supriaman, 2019). Individuals with an entrepreneurial spirit can independently manage or run a business, make decisions, and maintain control over their ventures (Suhardi et al., 2021).

Entrepreneurial interest can be cultivated through learning; it reflects a desire to engage in business activities, accompanied by a sense of pleasure and enthusiasm for learning more about entrepreneurship (Amalia & Hadi, 2024). Many factors can encourage entrepreneurial interest (Sinambela et al., 2023). The second factor is *income expectations*. Every individual holds expectations regarding their income, which significantly influence entrepreneurial interest. The greater a person's interest in the expected income, the stronger the encouragement to take risks. Compared to salaried employees, entrepreneurs anticipate higher income (Sintya, 2019). Income expectations refer to a person's anticipation of receiving substantial earnings from a business venture or other activity (Putra & Oknaryana, 2023).

The third factor is the *family environment*, which also affects entrepreneurial interest. The family serves as an individual's first learning environment and has a positive impact on that person. A person who grows up in a family of entrepreneurs naturally develops a greater interest in entrepreneurship (Supriaman, 2019)—growing up in such an environment, with knowledge transmitted by parents or other role models, fosters an interest in business. The family environment can be a starting point for early entrepreneurship education (Supriaman, 2019). Parents act as role models, influencing their children's future career choices (Siregar & Lubis, 2022). Children from families with strong financial status tend to have higher entrepreneurial intentions (Gujrati et al., 2019). Empirically, children of entrepreneurial parents are more likely to start their own business or continue the family business.

Despite the growing body of literature on entrepreneurial interest, empirical evidence on the simultaneous influence of entrepreneurship education, income expectations, and family environment on students' entrepreneurial interest remains limited within the context of a private college in Jakarta. Furthermore, previous studies have yielded mixed results, particularly concerning the role of income expectations. Therefore, this study aims to examine the direct effects of entrepreneurship education, income expectations, and family environment on students' entrepreneurial interest at a private college in Jakarta. Specifically, this research seeks to (1) determine whether entrepreneurship education positively affects entrepreneurial interest, (2) test whether income expectations significantly influence entrepreneurial interest, and (3) assess the impact of family environment on entrepreneurial interest. The findings are expected to provide empirical insights for educators, policymakers, and institutional leaders in designing more effective entrepreneurship programs.

LITERATURE REVIEW

The Theory of Planned Behavior (TPB), developed by Ajzen, explains that human behavior is driven by behavioral intentions, which are themselves shaped by three determinants: attitudes toward the behavior, subjective norms, and perceived behavioral control (Felya & Budiono, 2020; Subhaktiyasa, 2023). TPB is particularly suitable for understanding entrepreneurial behavior because it captures how internal and external factors influence an individual's decision to start a business (Yeodyra & Handoyo, 2022). Attitudes toward entrepreneurship reflect a person's positive or negative evaluation of becoming an entrepreneur; subjective norms involve perceived social pressure from significant others such as family and peers; and perceived behavioral control refers to the individual's perception of their ability to successfully perform entrepreneurial tasks, influenced by internal factors like skills and willingness as well as external factors like environmental support (Evelyna, 2021; Salisa, 2021). This theoretical framework provides the foundation for examining how entrepreneurship education, income expectations, and family environment affect students' entrepreneurial interest.

Entrepreneurship education is a deliberate learning process aimed at transforming students' perspectives and mindset toward choosing entrepreneurship as a career path (Sintya,

2019). Through formal and informal educational institutions, entrepreneurship education cultivates the entrepreneurial spirit, mentality, and practical skills necessary to start and manage a business (Hidayati & Rosmita, 2022; Mardia, cited in Gee, 2023). Key components of effective entrepreneurship education include a relevant curriculum, quality educators who serve as role models, and adequate teaching facilities that support experiential learning (Hidayati & Rosmita, 2022). Furthermore, entrepreneurship education enhances students' ability to develop innovative ideas, understand entrepreneurial attitudes, and design business plans (Anand & Meftahudin, 2020). When students are exposed to structured entrepreneurship programs, they develop greater confidence and readiness to engage in entrepreneurial activities, thereby increasing their interest in becoming entrepreneurs.

H1: Entrepreneurship education has a significant positive effect on students' entrepreneurial interest at a private college in Jakarta.

Income expectations refer to an individual's anticipation of earning higher financial returns from self-employment compared to salaried employment (Sintya, 2019). The expectation of greater, potentially unlimited income is a strong motivational factor that encourages individuals to pursue entrepreneurial ventures (Ernawatiningsih, 2019). Key indicators of income expectations include a desire for relatively higher income, income that differs substantially from other jobs, and the potential for income to increase or decrease with one's efforts (Afifah & Agatha, 2022; Heryanti et al., 2022). When students perceive that entrepreneurship offers superior financial rewards, their interest in starting a business tends to rise. However, empirical evidence on this relationship remains mixed, necessitating further investigation within the context of a private college in Jakarta.

H2: Income expectations have a significant positive effect on entrepreneurial interest among students at a private college in Jakarta.

The family environment serves as the primary and most influential context for shaping children's behaviors, values, and career aspirations (Anand & Meftahudin, 2020). Parents who own businesses or demonstrate entrepreneurial traits tend to raise children who are more likely to develop entrepreneurial interests and continue family businesses (Astuti, 2021). Key indicators of family environment include parents' occupation, emotional and practical parental support, and the child's perceived ability, self-belief, and behavioral confidence in handling business challenges (Andi Oktariani et al., 2021; Sinta, 2020). A supportive family environment provides early exposure to entrepreneurial role models, reinforces positive attitudes toward business activities, and reduces perceived risks associated with starting a venture. Consequently, students raised in such environments exhibit stronger entrepreneurial interest.

H3: The family environment has a significant positive effect on students' entrepreneurial interest at a private college in Jakarta.

METHODS

This study employs an associative quantitative method to examine the effects of entrepreneurship education, income expectations, and family environment on entrepreneurial interest among students at a private college in Jakarta. The population consists of 546 students from the 2020, 2021, and 2022 cohorts who have completed entrepreneurship courses. Using purposive sampling, a sample of 100 students was selected based on relevant criteria. The sample size was determined using the Slovin formula with a 10% margin of error.

Data were collected via a questionnaire distributed via Google Forms, using a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). The questionnaire items were adapted from established indicators for each variable. Data analysis was performed using SmartPLS software to conduct Partial Least Squares Structural Equation Modeling (PLS-SEM). The analysis proceeded in three stages: an outer model analysis to assess validity and reliability, an inner model analysis to evaluate structural relationships, and hypothesis testing to examine the significance of path coefficients.

Data were collected from 100 undergraduate management students at a private college in Jakarta who were actively enrolled between 2020 and 2022 and had completed entrepreneurship courses. Among the respondents, 66% were female and 34% were male. Regarding age, 98% of respondents were under 25 years old, while the remaining 2% were between 25 and 30 years old. Based on academic cohort, 66% of respondents were from the 2020 batch, 17% from 2021, and 18% from 2022.

RESULTS AND DISCUSSION

Outer Model Analysis

The outer model was assessed using SmartPLS version 4.1.0.1. All indicators demonstrated loading factors exceeding 0.5, and the Average Variance Extracted (AVE) for each variable exceeded 0.5, thereby confirming convergent validity. Specifically, the AVE values were 0.816 for entrepreneurship education, 0.629 for income expectations, 0.664 for the family environment, and 0.660 for entrepreneurial interest. Additionally, composite reliability scores for all variables were above 0.7—entrepreneurship education: 0.973, income expectations: 0.949, family environment: 0.956, and entrepreneurial interest: 0.951—indicating a high level of internal consistency. The predictive relevance, measured by the Q^2 predict value for entrepreneurial interest, was 0.304, which is greater than zero, suggesting that the model possesses good predictive relevance.

Table 1. Outer Model: Convergent Validity and Reliability

Variable	Average Variance Extracted (AVE)	Composite Reliability
Entrepreneurship Education	0.816	0.973
Income Expectations	0.629	0.949
Family Environment	0.664	0.956
Entrepreneurial Interest	0.660	0.951

Note: AVE > 0.5 confirms convergent validity; Composite Reliability > 0.7 confirms internal consistency.

Hypothesis Testing

Hypothesis testing was carried out using bootstrapping procedures in SmartPLS, focusing on the path coefficient (original sample), t -statistic, and p -value for each relationship. The results are summarized as follows: First hypothesis (H1): Entrepreneurship education has a significant positive effect on entrepreneurial interest. The path coefficient was 0.632, with a t -statistic of 2.329 and a p -value of 0.020. Since the p -value is less than 0.05, we accept H1. This finding indicates that students who receive high-quality entrepreneurship education are more likely to develop an interest in becoming entrepreneurs. Second hypothesis (H2): Income expectations do not have a significant positive effect on entrepreneurial interest. The path coefficient was 0.100, with a t -statistic of 0.274 and a p -value of 0.784. Given that the p -value exceeds 0.05, we reject H2. This suggests that income expectations alone do not significantly influence students' entrepreneurial interest at the private college.

Third hypothesis (H3): Family environment has a significant positive effect on entrepreneurial interest. The path coefficient was 0.786, with a t -statistic of 2.267 and a p -value of 0.024. As the p -value falls below 0.05, we accept H3. This supports the notion that a supportive family environment plays a vital role in nurturing students' interest in entrepreneurship.

Table 2. Structural Model: Hypothesis Testing and Predictive Relevance

Hypothesis	Path	β	t-statistic	p-value	Result	Q ² Predict
H1	Entrepreneurship Education → Entrepreneurial Interest	0.632	2.329	0.020	Supported	
H2	Income Expectations → Entrepreneurial Interest	0.100	0.274	0.784	Not supported	
H3	Family Environment → Entrepreneurial Interest	0.786	2.267	0.024	Supported	
Predictive relevance (endogenous variable)						0.304

Note: Significance level $\alpha = 0.05$. p-values < 0.05 indicate statistical significance.

Discussion

The impact of entrepreneurship education on entrepreneurial interest is substantial. Research confirms that entrepreneurship education directly and positively influences students' interest in pursuing entrepreneurial endeavors. This finding is supported by Muslihudin & Ilmaniati (2017), who assert that such education effectively shapes students' mindsets and prepares them for business ventures. When integrated into educational curricula, entrepreneurship education equips students with essential knowledge, practical skills, and exposure to entrepreneurial role models, ultimately enhancing their confidence and their intention to pursue entrepreneurial careers.

Regarding income expectations, the data indicate that they do not significantly affect entrepreneurial interest among the sample studied. Despite students recognizing the potential for higher earnings through entrepreneurship compared to conventional employment, this earning expectation alone does not sufficiently stimulate their interest. This observation aligns with Sintya (2019), who noted that income expectations do not play a decisive role in job or entrepreneurship choices. Conversely, it contrasts with the findings of Hadyastiti et al. (2020), who reported a positive correlation between income expectations and entrepreneurial interest. Such discrepancies may arise from contextual factors, suggesting that students at this private institution may prioritize job security and family expectations, or exhibit risk aversion, rather than focusing solely on potential financial rewards or confidence in achieving substantial entrepreneurial income.

The role of the family environment in fostering entrepreneurial interest is significant as well. Evidence suggests that a supportive family environment, characterized by parental and sibling encouragement, exposure to entrepreneurial role models, and overall support for business initiatives, significantly enhances students' interest in entrepreneurship. This finding aligns with the work of Siompo et al. (2023), which identifies the family environment as a vital external factor influencing students' entrepreneurial aspirations. However, this outcome diverges from the conclusions of Agusra et al. (2019), who reported a negative impact of excessive family support, which may foster dependency and reduce motivation. In this study, the family environment provides balanced support that actively encourages entrepreneurial interest rather than hindering it.

Practical implications

The findings of this study offer several practical implications for higher education institutions, educators, policymakers, and families. First, given that entrepreneurship education has a significant positive effect on entrepreneurial interest, universities should strengthen their entrepreneurship curricula by incorporating experiential learning methods such as business plan competitions, guest lectures from successful entrepreneurs, and hands-on projects that simulate real business challenges. Educators should be trained not only to deliver theoretical knowledge but also to act as mentors who inspire and guide students toward entrepreneurial careers. Additionally, institutions need to invest in teaching and learning facilities, including access to digital tools, co-working spaces, and startup incubators, to create an ecosystem that supports entrepreneurial development.

Second, since income expectations were found to have no significant effect on entrepreneurial interest, educators and policymakers should reconsider overemphasizing financial rewards as the primary motivation for entrepreneurship. Instead of highlighting unlimited or high income, entrepreneurship promotion programs should focus on non-financial drivers such as personal fulfillment, autonomy, creativity, and social impact. Career counseling services in universities should help students understand that entrepreneurship is not solely about monetary gain but also about problem-solving and value creation. This approach may be more effective in attracting students who are risk-averse or uncertain about their ability to achieve high earnings.

Third, the strong positive effect of family environment on entrepreneurial interest suggests that families play a crucial role in shaping students' career aspirations. Parents and family members should be encouraged to provide emotional support, practical guidance, and positive role modeling rather than excessive financial handouts that may reduce motivation. Universities can facilitate family engagement by organizing workshops or outreach programs that educate parents about the benefits of entrepreneurship and how they can constructively support their children's entrepreneurial interests. Policymakers may consider integrating family-based entrepreneurial mentoring into formal education programs, for instance, through parent-student joint activities or family business showcases.

Finally, for private colleges similar to the one studied, it is recommended to adopt a holistic strategy that combines enhanced entrepreneurship education with active family involvement, while downplaying income expectations as a primary motivational tool. By aligning curriculum design, educator roles, and family support systems, institutions can more effectively cultivate students' entrepreneurial interests.

CONCLUSION

This study examined the effects of entrepreneurship education, income expectations, and family environment on students' entrepreneurial interest at a private college in Jakarta. Using a quantitative approach with 100 respondents and PLS-SEM analysis, the findings reveal that entrepreneurship education has a significant positive effect on entrepreneurial interest, confirming that structured entrepreneurial learning enhances students' inclination to pursue business ventures. In contrast, income expectations do not significantly influence entrepreneurial interest, suggesting that anticipated financial rewards alone are insufficient to drive students toward entrepreneurship. The family environment, however, demonstrates a strong positive effect, indicating that parental support, role modeling, and early exposure to business activities are crucial in fostering entrepreneurial interest. These findings contribute to the existing literature by extending the Theory of Planned Behavior to the context of a private college in Indonesia. The results underscore the importance of educational and familial factors while challenging the assumption that financial motives are primary drivers of entrepreneurial interest among young students.

Despite its contributions, this study has several limitations. First, the sample was limited to 100 students from a single private college in Jakarta, which restricts the generalizability of the findings to other institutions or regions in Indonesia. Second, the study employed a cross-sectional design, capturing entrepreneurial interest at a single point in time; a longitudinal design would better reveal how entrepreneurial interest evolves. Third, the research relied solely on self-reported questionnaire data, which may be subject to social desirability bias or inaccurate self-assessment. Fourth, the study focused on only three factors influencing entrepreneurial interest; other potential variables, such as risk tolerance, prior business experience, or peer influence, were not examined. Future research should address these limitations by expanding the sample across multiple institutions, employing mixed methods or experimental designs, and exploring additional determinants of entrepreneurial interest.

REFERENCES

- Atifah, A., & Agatha, M. (2022). The Effect of Entrepreneurship Education, Income Expectations and Self Efficacy on Entrepreneurial Interest. *Cita Ekonomika: Journal of Economics*, 16(2), 77-95.
- Anand, F., & Meftahudin, M. (2020). The Effect of Family Environment, Entrepreneurship Education, Self-Efficacy and Motivation on Student Entrepreneurial Interest. *Journal of Economic, Business and Engineering (JEBE)*, 2(1), 88-97. <https://doi.org/10.32500/jebe.v2i1.1461>
- Andi Oktariani, Mustari, Agus Syam, Muhammad Hasan, & Inanna. (2021). The Effect of Income Expectations and Family Environment on Students' Entrepreneurial Interest. *Journal of Economic Education and Entrepreneurship Studies*, 2(1), 101-109. <https://doi.org/10.26858/je3s.v2i1.91>
- Arifin, & Mursidi (2020). *Entrepreneurship EDUCATION Theory to Practice Proof & Practice to Theory Proof* (R. Kusumaningtyas (ed.); 1st ed., Vol. 1). Sinar Grafika Offset.
- Astuti, M. E. (2021). The Influence of Family, Ethnicity, Personality, Gender, and Peers on Entrepreneurial Interest. *Journal of Bina Manajemen*, 9(2), 162-183. <https://doi.org/10.52859/jbm.v9i2.155>
- Diapati, M. M. (2019). The Effect of Entrepreneurship Education, Social and Family Environment, Income Expectations and Mental Strength on Entrepreneurial Interest in College of Economics Students (Stie Panca Bhakti Palu). *Equilibrium Discourse (Journal of Economic Research Thought)*, 7(2), 21-30. <https://doi.org/10.31102/equilibrium.7.2.21-30>
- Ernawatiningsih, N. P. L. (2019). Analysis of Determinants of Accounting Students' Interest in Entrepreneurship. *Scientific Journal of Management and Business*, 4(1), 34. <https://doi.org/10.38043/jimb.v4i1.2157>
- Gee, K. H. (2023). The Effect of Motivation and Capital on Entrepreneurial Interest in Telukdalam Market Village (Case Study of Clothing Tailors). *South Nias Student Scientific Journal*, 6(1), 49-53.
- Ghozali. (2021). *PARTIAL LEAST SQUARES, CONCEPTS, TECHNIQUES AND APPLICATIONS USING THE SMARTPLS3.2.9 PROGRAM*. publishing agency of diponegoro university.
- Haryono. (2017). *SEM Methods for Management Research AMOS LISREL PLS*. Jakarta-Depok: Luxima. 3 In 1.
- Heryanti, E., Kurjono, & Samlawi, F. (2022). Analysis of Entrepreneurial Interest Through Income Expectations, Family Environment and Entrepreneurship Education. *Journal of Finance, Entrepreneurship, and Accounting Education Research*, 1(1), 75-82.
- Hidayati, N. A., & Rosmita. (2022). The Effect of Entrepreneurship Education on Building Student Entrepreneurial Interest. *Valuta*, 8(1), 53-67.
- Marini, A., von Luebke, C., Zulela, Maksum, A., Zahari, M., Safitri, D., Lestari, I., Rihatno, T., Nuraini, S., Suntari, Y., Nafiah, M., Siregar, R., & Sudrajat, A. (2022). Entrepreneurship Education Model for Higher Education Students. *Eurasian Journal of Educational Research*, 2022(97), 271-287. <https://doi.org/10.14689/ejer.2022.97.15>
- Ramaditya, M., Effendi, S., Faruqi, F., & Darmawan, A. (2020). Creative Entrepreneurship Training Based on Digital Marketing Management for MSMEs in the Rawamangun Region. *Journal of Sustainable Community Development (JSCD)*, 2(1), 48-54. <https://doi.org/10.32924/jscd.v2i1.13>
- Sintya, N. M. (2019). The Effect of Motivation, Self-Efficacy, Income Expectations, Family Environment, and Entrepreneurship Education on Entrepreneurial Interest of Accounting Major Students at Mahasaraswati University Denpasar. *Journal of Science, Accounting and Management*, 1(1), 337-380. <http://journals.segce.com/index.php/JSAM/article/view/31/32>
- Suhardi, Y., Husin, B., Pragiwani, M., Maliki, P., Darmawan, A., Zulkarnaini, Z., & Effendi, S. (2021). Through Entrepreneurship, the Young Generation is Ready for a Prosperous Future: PKM at SMK Al-Washliyah Rawamangun. *PROGRESSIVE: Journal of Education Community Service*, 1(1), 21-26. <https://doi.org/10.36406/progresif.v1i1.410>
- Rahmadani, I., Wolor, C. W., & Marsofiyati, M. (2023). Student Entrepreneurial Interest. *Value: Journal of Management and Business*, 7(2), 21-27. <https://doi.org/10.35706/value.v7i2.9550>

- Ramaditya, M., Effendi, S., Faruqi, F., & Darmawan, A. (2020). Creative Entrepreneurship Training Based on Digital Marketing Management for MSMEs in the Rawamangun Region. *Journal of Sustainable Community Development (JSCD)*, 2(1), 48-54. <https://doi.org/10.32924/jscd.v2i1.13>
- Salamzadeh, Y., Sangosanya, T. A., Salamzadeh, A., & Braga, V. (2022). Entrepreneurial universities and social capital: The moderating role of entrepreneurial intention in the Malaysian context. *International Journal of Management Education*, 20(1), 470-484. <https://doi.org/10.1016/j.ijme.2022.100609>
- Salisa, N. R. (2021). Factors Affecting Investment Interest in the Capital Market: A Theory of Planned Behaviour (TPB) Approach. *Indonesian Journal of Accounting*, 9(2), 182. <https://doi.org/10.30659/jai.9.2.182-194>
- Satyantoro, I. P., Andayani, E., & Walipah. (2021). Self-efficacy, entrepreneurship education and income expectations: influence on entrepreneurial interest. *Journal of Economic Education Research*, 6(1), 78-86. <https://doi.org/10.21067/jrpe.v6i1.5324>
- Seti, M. (2023). *Antecedents of Entrepreneurial Intention among College Students*. 10(4).
- Setyaki, E., & Sugiyanto, S. (2023). The Effect of Entrepreneurship Education, Family Environment, Entrepreneurial Motivation on Entrepreneurial Interest. *Profit: Journal of Management, Business and Accounting*, 2(4), 277-294.
- Sinaga, D. (2018). *Entrepreneurship for Practitioners and Students* (EKUILIBRA (ed.)).
- Sinambela, E. A., Darmawan, D., Halizah, S., Productive Behavior and Student Interest in Entrepreneurship Journal of Management, H., Entrepreneurship, and, Mardikaningsih, R., Anastasya Sinambela, E., Darmawan, D., & Nur Halizah, S. (2021). The Relationship between Productive Behavior and Student Interest in Entrepreneurship. *Journal of Management, Business, and Entrepreneurship*, 1(2), 121-130.
- Sinambela, E. A., Halizah, S. N., Naufalia, S., Amelia, F. N., Arifin, S., Darmawan, D., & Putra, A. R. (2023). The Effect of Experience, Work Supervision and Career Development on Job Satisfaction. *Indonesian Journal of Innovation Multidisciplinary Research*, 1(2), 96-107. <https://doi.org/10.69693/ijim.v1i2.12>
- Sintya, N. M. (2019). The Effect of Motivation, Self-Efficacy, Income Expectations, Family Environment, and Entrepreneurship Education on Entrepreneurial Interest of Accounting Department Students at Mahasaraswati University Denpasar. *Journal of Science, Accounting and Management*, 1(1), 337-380. <http://journals.segce.com/index.php/JSAM/article/view/31/32>
- Siregar, B. G., & Lubis, A. (2022). The Effect of Income Expectations and Family Environment on Student Entrepreneurial Interest. *Journal of Accounting Economics Research (JENSI)*, 6(2), 78-91.
- Subhaktiyasa, P. G. (2023). Entrepreneurship Opportunities in Education during Industrial Revolution 4.0. *PUBLIC: Journal of Human Resource Management, Administration and Public Services*, 10(3), 793-800.
- Sugiyono. (2018). *Business Research Methods (Quantitative, Qualitative, Combination and R&D Approaches)*. Alfabeta Publisher.
- Suprapti, E., & Muhammad, M. (2022). The Effect of Entrepreneurial Knowledge, Family Environment and Locus of Control on Entrepreneurial Interest in Accounting Students. *J-MACC: Journal of Management and Accounting*, 5(2), 67-76. <https://doi.org/10.52166/j-macc.v5i2.3480>
- Supriaman, S. (2019). The Influence of Entrepreneurial Personality, Entrepreneurial Knowledge, and Family Environment on Entrepreneurial Interest in Politeknik Lp3I Jakarta Students. *Journal of Business Lentera*, 8(1), 65. <https://doi.org/10.34127/jrlab.v8i1.266>
- Thoyibah, L., & Yuniarta, G. A. (2023). The Effect of the Use of Accounting Information, Business Capital, Entrepreneurial Characteristics, and Business Location on the Success of Micro, Small and Medium Enterprises in Yehsumbul Village. *Journal of Professional Accounting*, 14(01), 33-42. <https://doi.org/10.23887/jap.v14i01.50018>

- Yeodyra, D., & Handoyo, S. E. (2022). *The Influence Of Entrepreneurship Education, Gender, Age, And Family Background On Entrepreneurial Intention In Tarumanagara University Student*S. 04(04).
- Zunaedy, M., Aisyah, S., & Ayuningtyas, T. (2021). Factors that influence the entrepreneurial interest of Economics Education students class of 2016 STKIP PGRI Lumajang academic year 2020/2021. *Journal of Economic Education Research*, 6(1), 47-59. <https://doi.org/10.21067/jrpe.v6i1.5294>.

Declarations

Funding

The authors received no financial support for the research and publication of this article.

Conflicts of interest/ Competing interests:

The authors have no conflicts of interest to declare that are relevant to the content of this article.

Data, Materials and/or Code Availability:

Data sharing is not applicable to this article as no new data were created or analyzed in this study.