

The influence of self-efficacy and family environment on students' entrepreneurial interest

Ahmad Ridho Fadhlurrohman*, Tri Murwaningsih

Office Administration Education, Sebelas Maret University, Surakarta, Indonesia

Email: ridhoahmad008@student.uns.ac.id

Abstrak

Bukti yang berkembang menunjukkan bahwa minat mahasiswa terhadap kewirausahaan masih relatif rendah, dengan sebagian besar lulusan lebih memilih pekerjaan formal dibandingkan wirausaha mandiri. Kecenderungan serupa ditemukan pada mahasiswa Program Studi Pendidikan Administrasi Perkantoran (PAP) FKIP Universitas Sebelas Maret (UNS). Penelitian ini mengkaji pengaruh (1) efikasi diri terhadap minat berwirausaha, (2) lingkungan keluarga terhadap minat berwirausaha, dan (3) pengaruh simultan efikasi diri dan lingkungan keluarga terhadap minat berwirausaha mahasiswa PAP FKIP UNS. Pendekatan kuantitatif dengan desain korelasional menggunakan metode survei diterapkan dalam penelitian ini. Teknik total sampling digunakan sehingga diperoleh 99 mahasiswa sebagai responden. Data dikumpulkan melalui kuesioner yang telah diuji validitas dan reliabilitasnya, kemudian dianalisis menggunakan regresi linier berganda dengan IBM SPSS. Hasil penelitian menunjukkan bahwa efikasi diri dan lingkungan keluarga berpengaruh positif dan signifikan terhadap minat berwirausaha mahasiswa, baik secara parsial maupun simultan, sebagaimana dikonfirmasi oleh nilai t_{hitung} yang melebihi t_{tabel} dan nilai F_{hitung} yang melebihi F_{tabel} . Temuan ini mengimplikasikan bahwa penguatan kesiapan psikologis melalui pengembangan efikasi diri dan peningkatan sistem dukungan berbasis keluarga merupakan strategi institusional yang esensial dalam menumbuhkan minat berwirausaha di perguruan tinggi, khususnya pada program studi non-bisnis.

Kata kunci : solusi pengangguran; dukungan keluarga; keberanian diri

Abstract

Emerging evidence suggests that student interest in entrepreneurship remains relatively low, with most graduates preferring formal employment over self-employment. A similar tendency has been observed among students in the Office Administration Education (PAP) Study Program at the Faculty of Teacher Training and Education, Universitas Sebelas Maret (FKIP UNS). This study examined the effects of (1) self-efficacy on entrepreneurial interest, (2) family environment on entrepreneurial interest, and (3) the simultaneous influence of self-efficacy and family

* Corresponding author

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environment on the entrepreneurial interest of PAP FKIP UNS students. A quantitative approach with a correlational design was employed, utilizing a survey method. Total sampling was applied, yielding 99 student respondents. Data were collected through a questionnaire validated for reliability and validity, and analyzed using multiple linear regression with IBM SPSS. The results demonstrate that both self-efficacy and family environment exert positive and statistically significant effects on students' entrepreneurial interest, both partially and simultaneously, as confirmed by t_{values} exceeding the t_{table} threshold and an F_{value} exceeding the F_{table} threshold. These findings indicate that strengthening psychological readiness through self-efficacy development and enhancing family-based support systems constitute essential institutional strategies for cultivating entrepreneurial interest in higher education, particularly within non-business-oriented academic programs.

Keywords : unemployment solution; family support; self courage

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Introduction

The rapid advancement of globalization and information technology has fundamentally transformed global economic, social, and employment landscapes. Labor markets have become increasingly competitive as digital innovation generates novel business opportunities centered on creativity and entrepreneurship. Simultaneously, globalization intensifies structural labor market challenges, particularly the limited availability of formal employment and the rising incidence of educated unemployment. According to data from the Central Statistics Agency (Badan Pusat Statistik [BPS], 2024), Indonesia's open unemployment rate stands at 5.8%, with university graduates constituting a substantial proportion of the unemployed. This condition reflects an incomplete transition from education to employment and underscores the urgency of alternative career pathways. Unemployment exerts significant negative consequences on economic growth, as individuals unable to find employment face increasing difficulties in meeting basic needs, ultimately constraining national productivity (Mokoagow & Mardiana, 2023). In this context, entrepreneurship emerges as a strategic and sustainable solution to reduce unemployment and foster economic independence, particularly among young graduates.

Higher education institutions play a pivotal role in developing creative, adaptive, and entrepreneurially oriented graduates. Universities function not merely as venues for academic instruction, but as incubators for entrepreneurial mindsets and competencies (Margahana, 2020). This aligns with the assertion of Noventri et al. (2018) that entrepreneurship development represents a viable pathway to address graduate unemployment. Through academic learning, practical activities, and internship programs, students are expected to cultivate innovative skills and the confidence to initiate independent ventures. The Minister of Education and Culture Regulation No. 3 of 2020 on National Standards for Higher Education further supports this objective by granting students the right to engage in entrepreneurial activities outside their formal study programs for up to three semesters. This policy embodies the *Merdeka Belajar Kampus Merdeka* (Freedom to Learn, Independent Campus) initiative, which emphasizes independence and employment creation. These objectives are further reinforced by the 2020–2024 National Medium-Term Development Plan (RPJMN), which designates superior human resource development and young entrepreneurship cultivation as national priorities.

Despite these policy and institutional encouragements, the entrepreneurial spirit among Indonesian university students remains relatively low. Research by Rahmadani et al. (2023) revealed that most students do not plan to pursue entrepreneurship following graduation. This is consistent with findings by Prabawati et al. (2024), who reported that graduates predominantly seek formal

employment or pursue further education rather than establishing their own businesses. Multiple factors have been identified as determinants of students' entrepreneurial interest. Sugianingrat et al. (2020) proposed self-efficacy, family environment, and education as key influences, while Lisa and Sudarwanto (2025) identified entrepreneurial knowledge, self-efficacy, and family environment as prominent predictors. In the present study, self-efficacy and family environment were selected as the primary independent variables, as they represent internal and external determinants of entrepreneurial interest that are both theoretically grounded and empirically supported.

Self-efficacy constitutes a crucial psychological dimension in entrepreneurial development. Nursyirwan et al. (2022) defined self-efficacy as an individual's belief in their capacity to perform specific tasks and achieve desired outcomes. Building on Bandura's (1997) foundational theory, self-efficacy refers to one's conviction in their ability to organize and execute actions required to attain a specific goal. Individuals with high self-efficacy exhibit strong self-confidence, a greater willingness to take calculated risks, and greater perseverance in overcoming obstacles. Conversely, those with low self-efficacy tend to avoid challenges, fear failure, and exhibit hesitancy in pursuing entrepreneurial ventures. Research by Himawan and Aima (2022) demonstrated that self-efficacy exerts a positive and significant effect on students' entrepreneurial interest, as heightened confidence is associated with a greater inclination to initiate business ventures. This finding is supported by Azis (2023), who found that high self-efficacy encourages individuals to take initiative and maintain perseverance in pursuing business ideas. According to Safitri et al. (2024), self-efficacy additionally cultivates optimism and resilience in the face of entrepreneurial failure.

The family environment constitutes another significant determinant of entrepreneurial interest. According to Jayanti (2021), the family environment encompasses all external conditions that influence an individual's behavior, growth, and life processes, with the family unit typically consisting of parents and children serving as the primary social group through which values, role models, and support systems are transmitted. Maimuna et al. (2025) emphasized that parents, as the primary family members, play a critical role in shaping the psychological and attitudinal development of their children. The family provides the foundational context within which entrepreneurial values and aspirations are nurtured. Karlina et al. (2023) confirmed that family environment has a positive and significant influence on entrepreneurial interest, indicating that greater family support corresponds to heightened entrepreneurial inclinations among students. Family encouragement can empower individuals to make entrepreneurial decisions with confidence, whereas insufficient support may diminish motivation and self-belief. Nurfadilah et al. (2025) corroborated these findings by demonstrating that a highly supportive family environment positively influences students' entrepreneurial interest.

Prior studies, however, present inconsistent findings regarding the relative influence of self-efficacy and family environment. Sugianingrat et al. (2020) found that family environment significantly influenced entrepreneurial interest, while self-efficacy did not, whereas Himawan and Aima (2022) demonstrated that family environment affects self-efficacy, which in turn influences entrepreneurial intention. These discrepancies highlight the need for further contextual investigation. The novelty of this study lies in its specific focus on students of the Office Administration Education (PAP) Study Program, whose academic orientation traditionally prepares graduates as administrative professionals or civil servants rather than entrepreneurs. Unlike previous studies that predominantly examined management or economics students, this research investigates entrepreneurial interest within a teacher-training faculty context, where entrepreneurial career choices are not the primary expected outcome. This contextual distinction provides a unique contribution to the literature by examining whether internal and external determinants operate similarly in non-business-oriented study programs.

Preliminary observations and a pre-study survey of 30 PAP students revealed that only 20% expressed strong interest in entrepreneurship after graduation, with the majority preferring civil service or employment careers. This is further corroborated by UNS Tracer Study data (2024), which reported an average graduate job-waiting period of 3.6 months, indicating a general preference for formal employment. In response to these global and local challenges and low entrepreneurial interest among PAP students, this study examines the influence of self-efficacy and family environment on students' entrepreneurial interest. The findings are expected to contribute to strengthening

entrepreneurial development strategies in higher education, particularly within non-business-oriented academic programs.

Based on the theoretical foundation and prior empirical evidence, this study posits three hypotheses: (H1) self-efficacy has a positive and significant influence on students' entrepreneurial interest; (H2) family environment has a positive and significant influence on students' entrepreneurial interest; and (H3) self-efficacy and family environment simultaneously exert a positive and significant influence on students' entrepreneurial interest.

Research Method

This study employed a quantitative approach with a correlational design using a survey method. The correlational design was selected because the study aimed to determine the extent to which the independent variables self-efficacy (X1) and family environment (X2) influence the dependent variable, entrepreneurial interest (Y), both partially and simultaneously. The survey method facilitated direct data collection from respondents through a structured questionnaire instrument.

The study was conducted among students enrolled in the Office Administration Education (PAP) Study Program, Faculty of Teacher Training and Education (FKIP), Universitas Sebelas Maret (UNS). This setting was selected because students in this program had completed entrepreneurship coursework, providing them with sufficient knowledge and experience to meaningfully assess their own entrepreneurial interest. The population comprised all 99 students from the 2022 cohort of the PAP Study Program. Given the relatively small and manageable population size, total sampling (census sampling) was applied, with all 99 students serving as research respondents. This approach eliminates sampling error and enhances the representativeness of the population characteristics.

Data collection was performed using a closed-ended questionnaire structured according to the indicators of each research variable. The entrepreneurial interest questionnaire consisted of 12 items, of which 9 were declared valid and 3 invalid. The self-efficacy questionnaire comprised 9 items, with 8 valid and 1 invalid. The family environment questionnaire included 12 items, of which 10 were valid and 2 invalid. Invalid items were excluded from analysis, as their conceptual content was sufficiently represented by other valid items within the same indicator. Responses were collected using a four-point Likert-type scale. Prior to data collection, all instruments underwent validity and reliability testing administered to students in the Accounting Education Study Program to ensure measurement accuracy and consistency.

Data analysis was conducted using multiple linear regression with the assistance of IBM SPSS software. Prior to hypothesis testing, prerequisite assumption tests were performed, including normality (using the One-Sample Kolmogorov-Smirnov test), linearity (assessed via the deviation from linearity criterion), multicollinearity (evaluated through tolerance and Variance Inflation Factor [VIF] values), heteroscedasticity (using the Glejser test), and autocorrelation (examined via the Durbin-Watson statistic). Hypothesis testing was conducted using the t-test to assess partial effects and the F-test to evaluate the simultaneous effect of the independent variables on entrepreneurial interest. Additionally, the coefficient of determination (R^2) and effective contribution were calculated to quantify the relative explanatory power of each predictor.

This study acknowledges several methodological limitations. The correlational quantitative design permits inference about relationships between variables but does not allow definitive causal conclusions. The use of a self-report questionnaire introduces the possibility of subjectivity and social desirability bias. Furthermore, as data were collected from a single study program, findings may not be broadly generalizable to other academic contexts. The fixed regression model also restricts the analysis to the pre-specified variables, meaning that other potential influences on entrepreneurial interest outside the model remain unexamined.

Results and Discussion

Research Results

This study examined three variables: two independent variables self-efficacy (X1) and family environment (X2) and one dependent variable entrepreneurial interest (Y). Data were gathered through a questionnaire administered to all 99 students from the 2022 cohort of the PAP Study Program, FKIP UNS.

Table 1
Descriptive Data Analysis Results

		Entrepreneurial Interest (Y)	Self Efficacy (X ₁)	Family Environment (X ₂)
N	Valid	99	99	99
	Missing	0	0	0
Mean		29.31	25.61	33.35
Median		29.00	25.00	33.00
Mode		28	24	32
Std. Deviation		3.492	3.219	3.447
Variance		12.197	10.364	11.884
Range		13	12	16
Minimum		23	20	24
Maximum		36	32	40
Sum		2902	2535	3302

As shown in Table 1, the entrepreneurial interest variable (Y) yielded a maximum value of 36, a minimum value of 23, a mean of 29.31, and a standard deviation of 3.492, with a total aggregate score of 2,902 across all respondents. The self-efficacy variable (X1) recorded a maximum value of 32, a minimum value of 20, a mean of 25.61, and a standard deviation of 3.219, with a total score of 2,535. The family environment variable (X2) produced a maximum value of 40, a minimum value of 24, a mean of 33.35, and a standard deviation of 3.447, with a cumulative total of 3,302. These descriptive patterns suggest moderate levels of all three variables, with family environment recording the highest mean score relative to its scale range.

Prior to hypothesis testing, classical assumption tests were conducted to verify the suitability of the regression model. The normality test, employing the One-Sample Kolmogorov-Smirnov method, yielded a significance value of $0.200 > 0.05$, confirming that the residuals are normally distributed. The linearity test results indicated significant linear relationships: the deviation from linearity significance value for self-efficacy (X1) was $0.692 > 0.05$, and for family environment (X2) was $0.470 > 0.05$, confirming linearity between each independent variable and the dependent variable. The multicollinearity test yielded a tolerance value of $0.656 > 0.1$ and a VIF value of $1.524 < 10$, indicating the absence of multicollinearity between the two independent variables. The heteroscedasticity test, conducted using the Glejser method, confirmed no symptoms of heteroscedasticity ($p > 0.05$). The autocorrelation test using the Durbin-Watson statistic produced a DW value of 2.039, which falls between the upper bound (dU) and $(4 - dU)$ for a sample of 99 with two predictors, confirming the absence of autocorrelation. All classical assumption tests were satisfied, validating the use of multiple linear regression for hypothesis testing.

Table 2
t-Test Results

Variable	t	Sig.
Sig. (Constant)	2.283	.025
Self Efficacy	5.776	.000
Family Environment	3.082	.003

As presented in Table 2, the t-test for the self-efficacy variable (X1) yielded a significance value of $0.000 < 0.05$ and a calculated t_{value} of 5.776, exceeding the t_{table} value of 1.985. Accordingly, H0 is rejected and H1 is accepted, confirming a significant partial effect of self-efficacy on entrepreneurial interest (Y). For the family environment variable (X2), the t-test yielded a significance value of $0.003 < 0.05$ and a calculated t_{value} of 3.082, which also exceeds the t_{table} value of 1.985. H0 is thus rejected and H2 is accepted, confirming a significant partial effect of family environment on entrepreneurial interest (Y).

Table 3

F-Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	601.191	2	300.595	48.573	.000 ^b
Residual	594.102	96	6.189		
Total	1195.293	98			

As shown in Table 3, the F-test yielded a significance value of $0.000 < 0.05$ and a calculated F_{value} of 48.573, exceeding the F_{table} value of 3.09. Consequently, H0 is rejected and H3 is accepted, confirming that self-efficacy (X1) and family environment (X2) simultaneously and significantly influence students' entrepreneurial interest (Y). The coefficient of determination (R^2) was 0.680, indicating that 68% of the variance in students' entrepreneurial interest is jointly explained by self-efficacy and family environment, while the remaining 32% is attributable to variables not included in this study.

Table 4

Multiple Linear Regression Analysis Results

Model	B	Std. Error	Beta	t	Sig.
(Constant)	5.809	2.544		2.283	.025
Self Efficacy (X1)	.657	.096	.613	5.776	.000
Lingkungan Keluarga (X2)	.477	.090	.474	3.082	.003

As illustrated in Table 4, the multiple linear regression equation derived from the analysis is: $Y = 5.809 + 0.657X1 + 0.477X2$. The constant value of 5.809 indicates that when both self-efficacy (X1) and family environment (X2) are held at zero, the baseline entrepreneurial interest score is 5.809. The positive regression coefficient for self-efficacy ($b_1 = 0.657$) indicates that a one-unit increase in self-efficacy is associated with a 0.657-unit increase in entrepreneurial interest, holding the family environment constant. Similarly, the positive coefficient for family environment ($b_2 = 0.477$) indicates that a one-unit increase in family environment support corresponds to a 0.477-unit increase in entrepreneurial interest, controlling for self-efficacy. Both regression coefficients are positive, confirming a directionally consistent and complementary influence of both predictors on entrepreneurial interest.

Discussion

The first hypothesis posited that self-efficacy exerts a positive and significant effect on the entrepreneurial interest of PAP FKIP UNS students. This hypothesis was supported by the t-test results, which yielded a significance value of $0.000 < 0.05$ and a t_{value} of $5.776 > 1.985$, resulting in the acceptance of H1. Furthermore, self-efficacy recorded an effective contribution of 47.4% and a relative contribution of 59.77%, identifying it as the most dominant predictor of entrepreneurial interest in this study. These findings are consistent with Himawan and Aima (2022), who demonstrated that self-efficacy positively and significantly influences students' entrepreneurial interest, as higher self-confidence is associated with a greater willingness to initiate business ventures. This finding is further supported by Azis (2023), who found that self-efficacy encourages

individuals to take initiative and sustain perseverance in realizing entrepreneurial ideas. Safitri et al. (2024) additionally noted that self-efficacy cultivates optimism and resilience in the face of failure, which are critical psychological attributes for entrepreneurship. Collectively, these findings underscore the central role of self-belief in driving entrepreneurial readiness among students in non-business-oriented study programs.

The second hypothesis proposed that family environment positively and significantly influences students' entrepreneurial interest. This hypothesis was confirmed by the t-test results, which yielded a significance value of $0.003 < 0.05$ and a t_{value} of $3.082 > 1.985$, leading to the acceptance of H2. The effective contribution of family environment to entrepreneurial interest was 31.9%, with a relative contribution of 40.23%. Although lower than that of self-efficacy, this contribution remains statistically and practically significant, affirming the role of family support as a meaningful external determinant of entrepreneurial interest. Karlina et al. (2023) confirmed that a supportive family environment is positively associated with higher entrepreneurial interest, as family encouragement empowers students to make entrepreneurial decisions with greater confidence. Maimuna et al. (2025) corroborated this finding, demonstrating that a supportive family environment positively affects student development, including entrepreneurial aspirations. These results highlight that family, as the primary socialization unit, continues to exert considerable influence on students' career inclinations even in early adulthood.

The third hypothesis proposed that self-efficacy and family environment simultaneously exert a positive and significant effect on students' entrepreneurial interest. This was confirmed by the F-test, which yielded a significance value of $0.000 < 0.05$ and an F_{value} of $48.573 > 3.09$, leading to the acceptance of H3. The coefficient of determination ($R^2 = 0.680$) indicates that 68% of the variance in entrepreneurial interest is jointly explained by both variables, reflecting a strong combined explanatory capacity. The stronger relative dominance of self-efficacy over family environment in this context may be explained by the academic and professional orientation of the PAP Study Program. As prospective educators and administrative professionals, PAP students are trained to develop personal competencies such as responsibility, discipline, and task mastery attributes closely aligned with self-efficacy beliefs. Consequently, psychological readiness in the form of self-efficacy may function as a more decisive internal determinant of entrepreneurial interest compared to external family factors, suggesting that in this context, entrepreneurial intention is driven more by internal cognitive appraisal than by environmental encouragement.

Taken together, these findings confirm that students' entrepreneurial interest is shaped by the interaction of internal psychological and external environmental factors. The complementarity of self-efficacy and family environment in predicting entrepreneurial interest suggests that effective interventions should address both dimensions simultaneously strengthening individual confidence through targeted programs while building family awareness and engagement to create a more supportive entrepreneurial ecosystem for students.

Conclusion

This study provides empirical evidence that self-efficacy and family environment are significant and positive predictors of entrepreneurial interest among students in the Office Administration Education (PAP) Study Program, FKIP UNS. Self-efficacy was identified as the most dominant predictor, with an effective contribution of 47.4%, underscoring the centrality of students' psychological confidence in shaping their entrepreneurial readiness. The family environment contributed 31.9% to entrepreneurial interest, affirming the continued relevance of external support systems in fostering entrepreneurial aspirations. When examined simultaneously, both variables account for 68% of the variance in entrepreneurial interest, highlighting their combined explanatory significance. These findings have several practical implications. For academic institutions, the results suggest the importance of implementing experience-based entrepreneurship learning, including business practice modules, entrepreneurial project assignments, business incubation programs, and mentoring by practitioners. Programs should also cultivate strategic partnerships with parents and family networks to build a more supportive entrepreneurial environment. For students, findings encourage proactive engagement in entrepreneurial activities and open communication with families to secure psychological and material support. For future

research, it is recommended to examine entrepreneurial experience as a mediating or moderating variable, explore qualitative dimensions of family support, and incorporate additional determinants such as entrepreneurship education, achievement motivation, entrepreneurial attitude, peer environment, and digital media influence, thereby producing a more comprehensive understanding of the factors shaping students' entrepreneurial interest. This study acknowledges several methodological limitations. The quantitative correlational design restricts conclusions to relational rather than causal inference. The use of self-report Likert-scale questionnaires introduces the possibility of subjectivity and social desirability bias. Additionally, the scope of the study was confined to a single study program at one university, limiting the generalizability of findings to broader academic or cultural contexts.

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