

Expectation income, family environment, and social media as predictors of entrepreneurial intention

Anggun Ayu Aningsih*, Subroto Rapih

Office Administration Education, Sebelas Maret University, Surakarta, Indonesia

Email: anggunayu@student.uns.ac.id

Abstrak

Intensi berwirausaha merupakan salah satu faktor penting dalam mendorong terbentuknya kewirausahaan baru. Meskipun demikian, realitas menunjukkan bahwa intensi berwirausaha di kalangan mahasiswa masih tergolong rendah, khususnya pada mahasiswa Program Studi Pendidikan Administrasi Perkantoran Universitas Sebelas Maret Angkatan 2025. Hasil survei pra-penelitian terhadap 25 mahasiswa menunjukkan bahwa 80% tidak berniat untuk berwirausaha. Kondisi ini mengindikasikan perlunya identifikasi faktor-faktor yang dapat mendorong terbentuknya intensi berwirausaha mahasiswa. Penelitian ini bertujuan untuk mengetahui pengaruh expectation income, lingkungan keluarga, dan social media terhadap intensi berwirausaha mahasiswa Universitas Sebelas Maret. Penelitian ini menggunakan pendekatan kuantitatif dengan analisis regresi linear berganda. Sampel penelitian adalah seluruh mahasiswa Pendidikan Administrasi Perkantoran Angkatan 2025 sebanyak 88 mahasiswa. Hasil penelitian menunjukkan bahwa expectation income, lingkungan keluarga, dan social media berpengaruh positif dan signifikan terhadap intensi berwirausaha, dengan sumbangan efektif sebesar 20,1%; 8,6%; dan 11,3%. Temuan ini mengimplikasikan perlunya penguatan pendidikan kewirausahaan sejak awal perkuliahan melalui kegiatan praktik, pelibatan dukungan keluarga, serta peningkatan literasi pemanfaatan social media untuk pengembangan usaha.

Kata kunci: informasi digital; literasi digital; norma subyektif; orientasi karier; theory of planned behavior

Abstract

Entrepreneurial intention is a critical antecedent of new venture creation. However, empirical evidence indicates that such intention remains low among university students, particularly among students of the Office Administration Education Study Program at Universitas Sebelas Maret, Class of 2025. A preliminary survey of 25 students revealed that 80% had no intention of pursuing entrepreneurship after graduation. This condition underscores the need to identify factors capable of fostering entrepreneurial intention. The present study aims to examine the effects of expectation income, family environment, and social media on the entrepreneurial

* Corresponding author

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intention of students at Universitas Sebelas Maret. A quantitative, causality-based research design was employed, utilizing multiple linear regression analysis. The study adopted a total sampling approach, encompassing all 88 students of the Office Administration Education Study Program, Class of 2025. Results indicated that expectation income, family environment, and social media each exerted positive and significant effects on entrepreneurial intention. The effective contributions were 20.1%, 8.6%, and 11.3%, respectively. These findings carry practical implications for higher education institutions to strengthen entrepreneurship education from the early stages of study through experiential learning, family support engagement, and the development of students' competencies in leveraging social media for business development.

Keywords: career orientation; digital literacy; new venture formation; subjective norm; theory of planned behavior

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Introduction

In the era of globalization and rapid technological advancement, the labor market is undergoing profound and accelerating transformation. Competition for formal employment has intensified considerably, while the number of university graduates continues to grow each year. This dynamic compels students to look beyond conventional employment and to consider entrepreneurship as a viable and self-directed career pathway.

Entrepreneurship is widely recognized as a pivotal engine of economic growth. As globalization and information technology continue to reshape market landscapes, entrepreneurship has emerged as one of the most strategic responses to an increasingly competitive labor market. A growing entrepreneurial base contributes substantially to job creation, reduction of unemployment, and improvement in the overall standard of living.

Among the factors shaping new entrepreneurship, *entrepreneurial intention* occupies a central position. Within the framework of the Theory of Planned Behavior (TPB), intention represents the primary motivational determinant of behavior (Ajzen, 1991). Entrepreneurial intention is considered a crucial component of entrepreneurship, as it serves as a reliable predictor of actual entrepreneurial behavior (Neneh & Dzomonda, 2024). Biswas and Verma (2021) further assert that entrepreneurial intention plays an essential role in the formation of new ventures, which in turn supports broader economic growth.

Despite its recognized importance, entrepreneurial intention among young people particularly university students remains comparatively low. Data from the Indonesian Young Entrepreneurs Association (APMII), as cited in Setiawan and Lestari (2021), indicate that the proportion of university graduates opting for entrepreneurship is still limited. A tracer study conducted at Universitas Siliwangi among Economics Education graduates found that 76% chose salaried employment upon graduation, with only 22% selecting entrepreneurship (Lestari et al., 2021). Similarly, the Universitas Sebelas Maret tracer study (as cited in Bestari et al., 2023) reported that only 16% of alumni pursued entrepreneurial careers, while 70% entered formal employment. At the global level, the 2021 Global University Entrepreneurial Spirit Students' Survey (GUESSS), encompassing 267,366 students across 58 countries, found that only 17.8% intended to start a business immediately after completing their studies, with the majority preferring to gain employment experience first (Sieger et al., 2021).

A similar pattern of low entrepreneurial intention is evident among students of the Office Administration Education Study Program at Universitas Sebelas Maret, Class of 2025. A preliminary survey conducted with 25 students revealed that 80% indicated a preference for formal

employment in government or private organizations upon graduation. This finding signals the persistence of significant barriers both internal and external that constrain the development of entrepreneurial intention among these students.

The literature identifies a broad range of factors influencing entrepreneurial intention. Mundiah (2018) highlights the roles of self-efficacy, adversity quotient, and need for achievement. Kumalasari et al. (2022) demonstrated that family environment is a key determinant of entrepreneurial intention. Income expectation has also been identified as a pivotal factor among students (Tiana & Sudarwanto, 2025). Additionally, Gustmaloe et al. (2024) found that digital literacy, entrepreneurial motivation, and social media the latter as a moderating variable collectively influence entrepreneurial intention.

Among the factors addressed in this study, *expectation income* is of particular salience. Tiana and Sudarwanto (2025) argue that income expectation significantly shapes entrepreneurial intention: when individuals believe that independent business activity will yield greater financial returns than salaried employment, their intention to become entrepreneurs is correspondingly reinforced. This finding is corroborated by Mufidah and Susilaningsih (2024), who confirmed a significant effect of income expectation on entrepreneurial intention.

The second factor, *family environment*, plays an equally important role. The quality of family interactions shapes an individual's mindset and motivation toward entrepreneurship. A more supportive family environment is associated with stronger entrepreneurial motivation (Amadea & Riana, 2020). Research by Fadilah and Nirmalasari (2023) and Dewanti et al. (2021) both confirmed that family environment exerts a significant positive effect on entrepreneurial intention.

The third factor is *social media*. In the current digital era, social media functions as a platform for disseminating information, inspiring business ideas, and enabling product marketing. Students increasingly draw entrepreneurial knowledge from educational content on platforms such as Instagram, TikTok, and X (formerly Twitter). Gustmaloe et al. (2024) found that social media constitutes a significant factor in stimulating entrepreneurial intention, a conclusion reinforced by Agusni and Nuringsih (2024), who reported a positive and significant effect of social media on students' entrepreneurial intention.

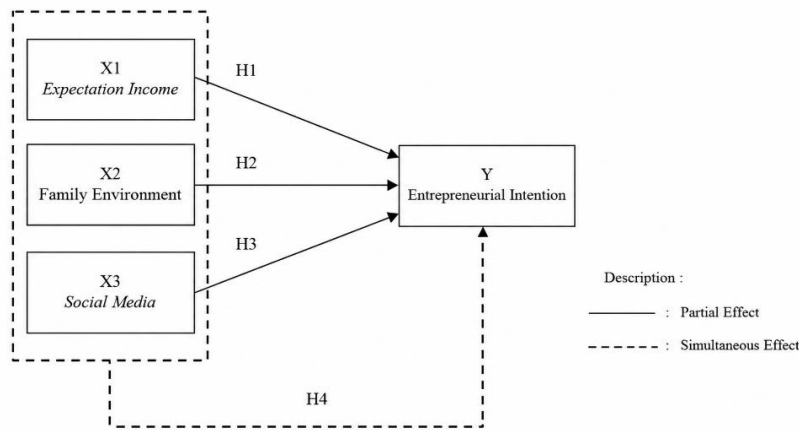
Prior research has examined these variables partially and in combination with other constructs. For example, Utama et al. (2024) tested expectation income alongside risk-taking propensity and adversity intelligence; Kumalasari et al. (2022) combined family environment with entrepreneurship education and self-efficacy; and Salsabila et al. (2023) examined social media together with entrepreneurship education. The present study addresses a research gap by integrating all three variables expectation income, family environment, and social media within a single model applied to a new sample: students of the Office Administration Education Study Program, Universitas Sebelas Maret, Class of 2025. The novelty of this study lies in its integration of economic, social, and digital factors through the lens of the Theory of Planned Behavior, applied to students at the very outset of their university studies, prior to receiving formal entrepreneurship education.

The research questions addressed in this study are: (1) Does expectation income affect the entrepreneurial intention of students? (2) Does family environment affect the entrepreneurial intention of students? (3) Does social media affect the entrepreneurial intention of students? (4) Do expectation income, family environment, and social media simultaneously affect the entrepreneurial intention of students?

Grounded in Ajzen's (1991) Theory of Planned Behavior, expectation income is conceptualized as an external variable that directly shapes entrepreneurial intention: individuals who anticipate higher financial returns from entrepreneurship are more likely to develop a strong intention to start a business (Fathiyannida & Erawati, 2021; Utama et al., 2024). Family environment is operationalized as a proxy for subjective norm: familial encouragement and economic support lower perceived barriers and increase confidence in entrepreneurial decision-making (Dewanti et al., 2021). Social media is also positioned as an external variable: through exposure to business information, broad networks, and marketing facilitation, social media shapes entrepreneurial mindsets and readiness, ultimately strengthening entrepreneurial intention (Tamba et al., 2025).

The four hypotheses of this study are as follows: H₁: Expectation income has a positive and significant effect on the entrepreneurial intention of Office Administration Education students, Class of 2025, Universitas Sebelas Maret. H₂: Family environment has a positive and significant effect on the entrepreneurial intention of Office Administration Education students, Class of 2025, Universitas Sebelas Maret. H₃: Social media has a positive and significant effect on the entrepreneurial intention of Office Administration Education students, Class of 2025, Universitas Sebelas Maret. H₄: Expectation income, family environment, and social media simultaneously have a positive and significant effect on the entrepreneurial intention of Office Administration Education students, Class of 2025, Universitas Sebelas Maret. The conceptual framework derived from these hypotheses is presented in Figure 1.

Figure 1
Conceptual framework of the research model



Research Methods

This study was conducted at the Office Administration Education Study Program, Faculty of Teacher Training and Education (FKIP), Universitas Sebelas Maret, located at Jl. Ir. Sutami 36, Kentingan, Jebres District, Surakarta, Central Java Province, Indonesia. Data collection was carried out from September 2025 to June 2026. A quantitative, causality-based research design was employed. The independent variables comprised expectation income (X1), family environment (X2), and social media (X3), while entrepreneurial intention (Y) served as the dependent variable. The population consisted of all 88 students enrolled in the Office Administration Education Study Program, Class of 2025, at Universitas Sebelas Maret. Because the population size was below 100, a total sampling method was adopted, meaning the entire population was used as the research sample.

Primary data were collected using a structured questionnaire distributed via Google Forms to participants through WhatsApp. Research instruments were adapted from validated instruments used in prior studies. Entrepreneurial intention was measured using indicators adapted from Farrukh et al. (2017); expectation income was measured based on indicators developed by Septiawati and Puspitasari (2023); family environment was measured following indicators from Mahardika et al. (2023); and social media was measured using indicators derived from Wibowo et al. (2023). The data collection period spanned February to March 2026.

Construct validity was assessed using Pearson product-moment correlation coefficients, computed with SPSS version 27.0 and Microsoft Excel. All five items measuring entrepreneurial intention yielded $r^m > 0.628$; all eight items for expectation income yielded $r^m > 0.650$ ($r_t = 0.281$, $p < 0.05$); all nine items for family environment yielded $r^m > 0.675$ ($r_t = 0.281$, $p < 0.05$); and all five items for social media yielded $r^m > 0.723$. All items across all variables were therefore declared valid. Reliability was assessed using Cronbach's alpha. The alpha coefficients were 0.795 for

entrepreneurial intention, 0.861 for expectation income, 0.889 for family environment, and 0.855 for social media all exceeding the threshold of 0.70, confirming adequate internal consistency.

Multiple linear regression was employed as the primary analytical technique. Prior to regression analysis, the following prerequisite tests were conducted: normality (Kolmogorov–Smirnov), linearity (deviation from linearity), multicollinearity (tolerance and VIF), heteroskedasticity (scatterplot and Glejser test), and autocorrelation (Durbin–Watson). Hypothesis testing included the partial *t*-test, the simultaneous *F*-test, the coefficient of determination (R^2), and calculations of effective and relative contributions.

Results and Discussion

The Kolmogorov–Smirnov normality test yielded an Asymp. Sig. (2-tailed) value of .195, which exceeds the threshold of .05. This result confirms that the residuals are normally distributed, satisfying the normality assumption for multiple linear regression. The detailed results are presented in Table 1.

Table 1
Kolmogorov–Smirnov Normality Test Results

Unstandardized Residual		
N		88
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.57730904
Most Extreme Differences	Absolute	.083
	Positive	.063
	Negative	–.083
Test Statistic		.083
Asymp. Sig. (2-tailed)		.195
Monte Carlo Sig. (2-tailed)	Sig.	.139
	99% CI Lower Bound	.130

The linearity test examined the relationship between each independent variable and entrepreneurial intention. The deviation from linearity significance values were: expectation income, .939; family environment, .178; and social media, .957. All values exceeded the .05 threshold, confirming that each predictor–outcome relationship is linear.

As presented in Table 2, tolerance values for expectation income, family environment, and social media were 0.799, 0.755, and 0.741, respectively all greater than 0.1. Corresponding VIF values were 1.251, 1.324, and 1.349 all below 10. These results indicate the absence of multicollinearity among the independent variables.

Table 2
Multicollinearity Test Results

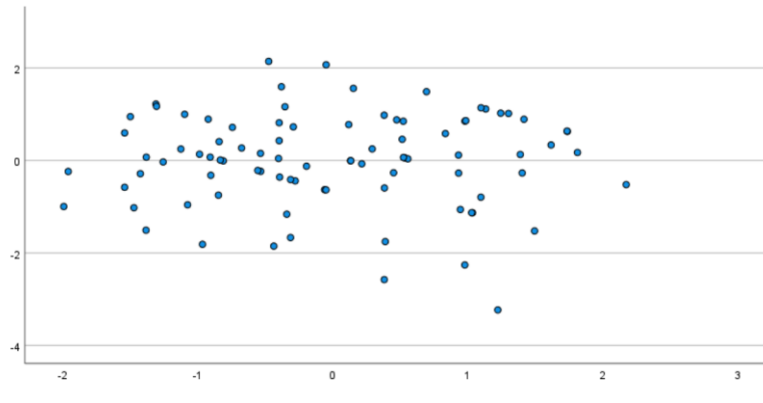
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.865	2.624		.330	.742		
Expectation Income (X_1)	.279	.071	.373	3.953	.000	.799	1.251
Family Environment (X_2)	.102	.051	.196	2.014	.047	.755	1.324

Social Media (X ₃)	.308	.126	.240	2.448	.016	.741	1.349
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The scatterplot analysis revealed no systematic pattern in the distribution of residuals, which were dispersed randomly above and below zero on the Y-axis, as shown in Figure 2. This visual inspection confirms the absence of heteroskedasticity.

Figure 2

Scatterplot of heteroskedasticity test results



Furthermore, the Glejser test corroborated this conclusion. As reported in Table 3, the significance values were .209 for expectation income, .277 for family environment, and .126 for social media all exceeding .05 confirming that the regression model is free from heteroskedasticity.

Table 3

Glejser Heteroskedasticity Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.062	1.635		.038	.970
Expectation Income	-.056	.044	-.150	-1.266	.209
Family Environment	.035	.032	.133	1.094	.277
Social Media	.121	.078	.190	1.545	.126

The Durbin–Watson statistic obtained from the model summary was 1.819, which falls within the acceptable range of 1.5 to 2.5. This result indicates that the regression model is free from autocorrelation. The detailed output is presented in Table 4.

Table 4

Autocorrelation Test Results (Durbin–Watson)

R	R Square	Adjusted R Square	Durbin-Watson
.634	.401	.380	1.819

As shown in Table 5, the *t*-statistic for expectation income (X₁) was 3.953, exceeding the critical *t*-table value of 1.988 ($p = .000 < .05$). For family environment (X₂), the *t*-statistic was 2.014, also exceeding the critical value ($p = .047 < .05$). For social media (X₃), the *t*-statistic was 2.448 ($p = .016 < .05$). These results indicate that all three independent variables individually exert a positive and significant effect on entrepreneurial intention, supporting H1, H2, and H3.

Table 5
Partial t-Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.865	2.624		.330	.742
Expectation Income (X ₁)	.279	.071	.373	3.953	.000
Family Environment (X ₂)	.102	.051	.196	2.014	.047
Social Media (X ₃)	.308	.126	.240	2.448	.016

Based on the coefficient values reported in Table 5, the estimated regression equation is:

$$\hat{Y} = 0.865 + 0.279X_1 + 0.102X_2 + 0.308X_3$$

This equation indicates that: (a) a one-unit increase in expectation income (X₁), holding all other variables constant, is associated with a 0.279 increase in entrepreneurial intention; (b) a one-unit increase in family environment (X₂) is associated with a 0.102 increase; and (c) a one-unit increase in social media (X₃) is associated with a 0.308 increase.

As presented in Table 6, the *F*-statistic was 18.778, substantially exceeding the critical *F*-table value of 2.713 ($p = .000 < .05$). This result confirms that expectation income, family environment, and social media, when considered jointly, exert a significant simultaneous effect on entrepreneurial intention, supporting H4.

Table 6
Simultaneous F-Test Results (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	387.555	3	129.185	18.778	.000
Residual	577.899	84	6.880		
Total	965.455	87			

The coefficient of determination (R^2) was .401, as shown in Table 7, indicating that expectation income, family environment, and social media collectively explain 40.1% of the variance in entrepreneurial intention. The remaining 59.9% is attributable to other factors not incorporated in the present model, including self-efficacy, entrepreneurship education, need for achievement, and related variables.

Table 7
Coefficient of Determination Results

R	R Square	Adjusted R Square	Std. Error of the Estimate
.634	.401	.380	2.623

Table 8 presents the effective contribution (EC) of each predictor variable. Expectation income contributed the most, accounting for 20.1% of the variance in entrepreneurial intention; social media contributed 11.3%; and family environment contributed 8.6%. These results underscore the dominant role of income expectation in shaping students' entrepreneurial intention, consistent with the notion that entrepreneurship is perceived as a pathway to unlimited and potentially high income a powerful motivational driver for students who are still forming their career orientations.

Table 8
Effective Contribution of Each Predictor Variable

Variable	Effective Contribution Formula ($SE = \beta \times r \times 100\%$)	EC %
Expectation Income	$0.373 \times 0.540 \times 100\%$	20.1%
Family Environment	$0.196 \times 0.441 \times 100\%$	8.6%
Social Media	$0.240 \times 0.473 \times 100\%$	11.3%

Table 9 reports the relative contributions (RC) of each predictor. Expectation income accounted for 50.1% of the explained variance, social media for 28.1%, and family environment for 21.4%. These results confirm that expectation income is the most dominant predictor of entrepreneurial intention in the present model.

Table 9
Relative Contribution of Each Predictor Variable

Variable	Relative Contribution Formula ($SR = EC / R^2 \times 100\%$)	RC %
Expectation Income	$(20.1\% / 0.401) \times 100\%$	50.1%
Family Environment	$(8.6\% / 0.401) \times 100\%$	21.4%
Social Media	$(11.3\% / 0.401) \times 100\%$	28.1%

The results indicate that expectation income positively and significantly predicts entrepreneurial intention. This finding implies that a higher perceived income expectation from entrepreneurship is associated with a stronger entrepreneurial intention among students. These results are consistent with Hutama et al. (2024), who also reported a significant positive effect of expectation income on entrepreneurial intention. Among the questionnaire items, the statement "I believe that a successful business can generate a very substantial income" received the highest total score (374), reflecting a broadly held conviction that entrepreneurial success leads to high financial rewards a belief that, in turn, amplifies the attractiveness of entrepreneurship as a career choice.

Family environment was found to exert a positive and significant effect on entrepreneurial intention. A more supportive family environment is associated with stronger entrepreneurial intention. This finding aligns with Dewanti et al. (2021), who reported a positive relationship between family environment and entrepreneurial intention. The highest-scoring questionnaire item was "My family supports my plans to become an entrepreneur" (total score 349), suggesting that family validation and encouragement foster greater self-confidence among students and strengthen the perception that entrepreneurship is a socially acceptable career option within their immediate social network.

Social media usage was found to have a positive and significant effect on entrepreneurial intention, consistent with findings from Salsabila et al. (2023). The questionnaire item "Social media helps me acquire knowledge and information that generates business ideas or opportunities" received the highest score (390), indicating that exposure to entrepreneurship-related content through social media platforms effectively broadens students' awareness of business possibilities and enhances their perceived readiness to engage in entrepreneurial activity.

The simultaneous F-test confirmed that expectation income, family environment, and social media collectively exert a significant positive effect on entrepreneurial intention ($R^2 = 0.401$). The remaining 59.9% of unexplained variance may be attributed to other factors such as self-efficacy, entrepreneurship education, need for achievement, and risk-taking propensity variables not included in the present model. This finding highlights that the formation of entrepreneurial intention is a multifaceted process that extends beyond economic, social, and digital determinants alone.

The dominance of expectation income (EC = 20.1%) in explaining entrepreneurial intention is noteworthy. Students at the early stages of their academic programs are still in the process of developing career orientations, making income expectations a particularly salient consideration. The prospect of unlimited and potentially high earnings through entrepreneurship provides a concrete

economic rationale that encourages students to consider self-employment as a viable career alternative.

Conclusion

This study examined the effects of expectation income, family environment, and social media on the entrepreneurial intention of Office Administration Education students, Class of 2025, at Universitas Sebelas Maret. The findings support all four hypotheses: expectation income, family environment, and social media each exerted positive and significant effects on entrepreneurial intention both individually and simultaneously. Among the three predictors, expectation income was the dominant contributor, with an effective contribution of 20.1%, followed by social media (11.3%) and family environment (8.6%). These results carry important theoretical implications. The study demonstrates that entrepreneurial intention can be formed among students who have not yet received formal entrepreneurship education, shaped entirely by personal and contextual factors such as income expectation, family environment, and social media. This extends the theoretical understanding of entrepreneurial intention formation beyond the confines of formal education, affirming that non-formal, pre-educational influences are equally potent. The findings thereby strengthen the explanatory power of the Theory of Planned Behavior (Ajzen, 1991) by illustrating how external and personal factors produce behavioral intentions even in the absence of formal instructional interventions. In terms of practical implications, educational institutions particularly study programs are advised to introduce entrepreneurship-oriented activities from the very beginning of students' academic programs, rather than waiting until later semesters. Practical strategies may include industry visits, alumni entrepreneurship talks, and experiential learning activities that offer realistic and engaging portrayals of entrepreneurial income potential. Such early-stage interventions would allow students to develop entrepreneurial intention prior to receiving formal entrepreneurship education, thereby enabling formal courses and internships in later semesters to function as reinforcers and developers of a pre-established entrepreneurial disposition. The result would be a more effective, meaningful, and impactful entrepreneurship education process, with greater potential to produce graduates who possess a strong and sustained intention to pursue entrepreneurship as a career upon graduation. This study is subject to several limitations. First, the sample is confined to students of the Office Administration Education Study Program, Class of 2025, at Universitas Sebelas Maret ($n = 88$), which limits the generalizability of the findings to other cohorts or institutional contexts. Second, the three independent variables collectively explained only 40.1% of the variance in entrepreneurial intention, suggesting that other influential factors remain unexamined. Future research is encouraged to incorporate additional variables such as risk-taking propensity, self-efficacy, and entrepreneurship education; to extend the investigation to cohorts that have already received formal entrepreneurship instruction, enabling comparative analysis; and to adopt longitudinal research designs to track changes in entrepreneurial intention and the evolving influence of the three variables throughout students' academic trajectories.

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