



Antecedents of Entrepreneurial Intention Among University Students



Mariani Seti Sontong^a
Ni Luh Putu Indiani^b

Article history:

Submitted: 09 April 2023

Revised: 18 May 2023

Accepted: 27 June 2023

Keywords:

entrepreneurship education;
entrepreneurship intention;
family environment;
income expectations;
motivation;

Abstract

The number of entrepreneurs in Indonesia is still lagging behind several other countries. This shows a lack of entrepreneurship intention among youth. This research was conducted based on the gap in the results of previous research and differences in the focus of discussion on several factors that affect the entrepreneurial intention of university students. This study analyzes and determines the effect of motivation, family environment, entrepreneurship education, and income expectations on student entrepreneurship intention. This study's population was all university students in Bali, with a research sample of 250 respondents. Data were analyzed using multiple linear regression. The results showed that motivation, family environment, entrepreneurship education, and income expectations positively and significantly influenced student entrepreneurship intention. To increase motivation, students must believe that entrepreneurship can deliver the desired standard of living. To improve the family environment, students must feel their parents will always support and help them in entrepreneurship. To increase income expectations, students must be sure that by becoming an entrepreneur, they will earn greater and even unlimited income than being an employee. Aspects that need to be considered to improve entrepreneurship education are that students must take entrepreneurship courses, seminars, and entrepreneurship education well.

International research journal of management, IT and social sciences © 2023.

This is an open access article under the CC BY-NC-ND license

(<https://creativecommons.org/licenses/by-nc-nd/4.0/>).

Corresponding author:

Ni Luh Putu Indiani,

Faculty of Economics and Business of Warmadewa University, Denpasar, Indonesia.

Email address: indi_arca@yahoo.com

^a Faculty of Economics and Business of Warmadewa University, Denpasar, Indonesia

^b Faculty of Economics and Business of Warmadewa University, Denpasar, Indonesia

1 Introduction

Indonesia is one of the countries with a relatively high population to rank fourth on the list of countries with the largest population. Some of the phenomena that occur in entrepreneurship are the unemployment from diploma graduates of 5.87% and university of 5.98% in Indonesia in 2021, which is still very high. The number of entrepreneurs in Indonesia of 3.5% is lagging behind several other countries, namely Malaysia, China, Singapore, Japan, and the United States.

High entrepreneurial motivation must exist in someone who wants to become a successful entrepreneur because it can shape their mentality always to be superior and do everything beyond existing standards (Harandi, 2015; Ryan & Deci, 2020). Some studies have found that motivation has a positive and significant influence on entrepreneurial intention, namely Agusmiati & Wahyudin (2018), Sintya (2019), Aqmala et al. (2020), Andayanti & Harie (2020), Wardani et al. (2021), Fathiyannida & Erawati (2021), and Hendrawan & Sirine (2017).

The family is the foundation for the growth and development of children. This is what gives the initial influence on the formation of entrepreneurship intention if the family has a positive influence on these interests because the attitudes and activities of family members influence each other directly and indirectly (Putra, 2018). Some studies have found that the family environment has a positive and significant influence on entrepreneurial intention, namely Agusmiati & Wahyudin (2018), Sintya (2019), Saputri & Januarti (2021), Husna (2021), Pricilia et al. (2021), Fathiyannida & Erawati (2021), and Suharbayu (2017).

Higher education as an institution that is one of the role models for society, must encourage an entrepreneurial culture and create reliable entrepreneurs by encouraging students to become entrepreneurs to increase student entrepreneurial interest (Sintya, 2019). Some studies have found that entrepreneurship education has a positive and significant influence on entrepreneurial intention, namely Sintya (2019), Kardiana & Melati (2019), Aqmala et al. (2020), Husna (2021), Pricilia et al. (2021), and Hadyastiti et al. (2020).

Entrepreneurship will make someone have income from the profits obtained. The profit obtained from entrepreneurial activities will encourage someone to do business activities. Someone with high-income expectations will be encouraged to conduct business activities (Satyantoro et al., 2021). Some studies have found that income expectations have a positive and significant effect on entrepreneurial interest, namely Ilmaniati & Muslihudin (2017), Kardiana & Melati (2019), Hadyastiti et al. (2020), Aghniya & Subroto (2021), Fathiyannida & Erawati (2021), and Sintya (2019). Based on this background, the authors were interested in analyzing the influence of motivation, family environment, entrepreneurial education and income expectations on student entrepreneurial intention.

Literature review

Entrepreneurial intention

Entrepreneurial intention can be defined as an individual's encouragement and sense of interest to see opportunities by using creative and innovative abilities in creating added value for goods and services that they do with courage in facing risks (Indriyani & Margunani, 2018). Nugraha (2018), stated that interest in entrepreneurship is a sense of interest that arises from within a person for entrepreneurship. The indicators used to measure the variables of entrepreneurial interest (Pricilia et al., 2021), namely: willingness to do anything to become an entrepreneur, career goals to become an entrepreneur, determination to create new businesses in the future, improve the family economy, and create jobs.

Motivation

Aqmala et al. (2020), explained that motivation could be interpreted as encouraging a person to carry out an activity as well as possible and achieve personal goals in the form of achievements. Hendrawan & Sirine (2017), stated that motivation is a factor that influences a person to determine his desire and make an effort to realize his desire. Indicators used in measuring motivational variables (Sintya, 2019): profit, freedom, personal dreams, independence, physiological needs, security, social needs, and the need for achievement. The results of research conducted by Agusmiati & Wahyudin (2018), Sintya (2019), Aqmala et al. (2020), Andayanti & Harie (2020), and Wardani et al. (2021), found that motivation has a significant positive influence on entrepreneurial intention.

H1: motivation positively and significantly affects students' entrepreneurial intention.

Family environment

Oktarina et al. (2019), mentioned that the family environment is a person's first environment. Indicators used in measuring family environment variables (Husna et al., 2021), namely: the level of family influence as a guideline, family contribution to life learning, the level of family support when the business starts, and the ability of the family to respond to personality. The results of research conducted by Yusuf et al. (2017), Agusmiati & Wahyudin (2018), Putra (2018), Indriyani & Margunani (2018), Sintya (2019), Oktarina et al. (2019), Saputri & Januarti (2021), Hadyastiti et al. (2020), Husna (2021), Pricilia et al. (2021) and Fathiyannida & Erawati (2021), found that the family environment had a significant positive effect on entrepreneurial interest.

H2: family environment positively and significantly influences students' entrepreneurial intention.

Entrepreneurship education

Nugraha (2018), states that entrepreneurship education is guidance provided by a person or educational educator to change one's attitude and mindset to be interested in becoming an entrepreneur. Pricilia et al. (2021), stated that entrepreneurship education is a learning and training program on entrepreneurship that includes the development of knowledge, skills, mindset, and moral qualities of students to form personal entrepreneurial character in themselves. Indicators used in measuring entrepreneurial education variables (Nugraha, 2018), namely: adequate entrepreneurship education, attending entrepreneurship seminars, entrepreneurship education programs add knowledge and insight in the business field, entrepreneurship education fosters awareness of business opportunities, creative and innovative thinking. The results of research conducted by Hendrawan & Sirine (2017), Indriyani & Margunani (2018), Nugraha (2018), Sintya (2019), Ambarita & Marpaung (2019), Oktarina et al. (2019), Kardiana & Melati (2019), Aqmalita et al. (2020), Husna (2021), Satyantoro et al. (2021) and Pricilia et al. (2021), found that entrepreneurship education has a significant positive effect on entrepreneurial interest.

H3: entrepreneurship education positively and significantly affects students' entrepreneurial intention.

Income expectations

Nugraha (2018), states that income expectations are a person's hope to get income in the form of money or goods that will be used to meet various life needs. According to Oktarina et al. (2019), income expectations are a person's expectations for income from business activities or work. Indicators used in measuring income expectation variables (Oktarina et al., 2019), namely: high income, unlimited income, increase in income, and expectations of meeting needs. The results of research conducted by Ilmaniati & Muslihudin (2017), Putra (2018), Nugraha (2018), Oktarina et al. (2019), Kardiana & Melati (2019), Hadyastiti et al. (2020), Aghniya & Subroto (2021), Wardani et al. (2021), Satyantoro et al. (2021) and Fathiyannida & Erawati (2021), found that income expectations have a significant positive effect on entrepreneurial interest.

H4: income expectations positively and significantly affect student entrepreneurial intention.

2 Materials and Methods

The study was conducted in Bali. Data collection was conducted through a survey using a questionnaire as the instrument. A preliminary survey was conducted on 30 respondents to assess construct measurement instruments. The results showed that research constructs were one-dimensional and reliable with alpha levels above 0.6. The survey was then conducted on active undergraduate students class of 2019, who have attended entrepreneurship courses. The sample was proportionately stratified to each regency in Bali to ensure sample representativeness. The number of samples in this study was 250 students. Respondents filled out a questionnaire and gave perceptual assessments to some statements representing each research construct. A rating scale of 1 (strongly disagree) to 5 (strongly agree) is used to rate respondents' responses on the construct. The model was tested with multiple linear regression techniques to examine the relationships between the measured variables and the latent constructs or the relationships between latent constructs.

3 Results and Discussions

3.1 Results

Validity and Reliability test

The validity test results are shown in Table 1, which shows that the correlation coefficient of the variable indicator tested is ≥ 0.30 . These results show that all indicators are valid.

Table 1
Validity test results

Variable	Question Item	Total Item Correlation
Motivation	X1.1 I am motivated to become an entrepreneur because of the profit that will be obtained	0,949
	X1.2 I am motivated to be an entrepreneur because I can work freely	0,922
	X1.3 I am motivated to become an entrepreneur because I want to be free to achieve the expected standard of living	0,929
	X1.4 I am motivated to be an entrepreneur because I can make ends meet and can rely on my abilities	0,945
	X1.5 I am motivated to become an entrepreneur because I want to meet basic needs in life	0,971
	X1.6 I am motivated to become an entrepreneur because I feel safe in entrepreneurship	0,818
	X1.7 I am motivated to be an entrepreneur because I can fulfil social needs	0,967
	X1.8 I am motivated to be an entrepreneur because I want to do something better	0,943
Family Environments	X2.1 Entrepreneurial parents will motivate me to become an entrepreneur	0,938
	X2.2 Parents provide insight into entrepreneurial life	0,955
	X2.3 My parents support me in becoming an entrepreneur	0,972
	X2.4 My parents treat me according to my interest in entrepreneurship	0,833
	X2.5 My parents provide the facilities when I decided to do business	0,881
Entrepreneurship Education	X3.1 The entrepreneurship course has helped me understand the process of setting up a new business	0,911
	X3.2 Entrepreneurship seminars have helped me understand how to overcome obstacles so that a business can run successfully	0,866
	X3.3 Entrepreneurship education provides insight into the right ways of managing a business	0,908
	X3.4 Entrepreneurship education taught me how to see business opportunities, think creatively and innovatively	0,894
Income Expectations	X4.1 By becoming an entrepreneur, I will earn more than a worker	0,871
	X4.2 Being an entrepreneur will earn unlimited income	0,882
	X4.3 Being an entrepreneur, the potential income will increase faster than being an employee	0,726
	X4.4 By entrepreneurship, I hope to meet my living expenses	0,764
Entrepreneurial Intention	Y1 I'm willing to do anything to become an entrepreneur	0,858
	Y2 I would rather be an entrepreneur than any other job	0,865
	Y3 I have considered setting up a new venture in the future	0,912
	Y4 I want to improve the family economy through entrepreneurship	0,919
	Y5 I have the desire to reduce unemployment through entrepreneurship	0,901

The reliability test results in Table 2 show the value of Cronbach's Alpha for each variable is greater than 0.60. This shows that all variables have good reliability.

Table 2
Reliability test results

Variable	Cronbach's Alpha
Motivation (X1)	0,977
Family Environment (X2)	0,951
Entrepreneurship Education (X3)	0,916
Revenue Expectations (X4)	0,823
Entrepreneurial Intention (Y)	0,935

Hypotheses testing

The results of multiple linear regression analysis are shown in Table 3. H1 is accepted, meaning that motivation positively and significantly influences entrepreneurial intention. H2 is accepted, meaning that the family environment positively and significantly affects entrepreneurial intention. H3 is accepted, meaning that entrepreneurship education positively and significantly affects entrepreneurial intention. H4 is accepted, which means that income expectations have a positive and significant influence on entrepreneurial intention. Motivation has the largest regression coefficient value among other variables. It can be concluded that motivation has a more dominant influence on student entrepreneurial intention than other variables (Anthony et al., 2017).

The Adjusted R-square value of the regression model is 0.711, which means that 71.1% of students' entrepreneurial intention is influenced by motivational variables, family environment, entrepreneurial education, and income expectations. In comparison, the remaining 28.9% is influenced by other variables that were not included in this study.

Table 3
Hypotheses test results

Variable	Regression Coefficient		t	Sig
	B	Std. Error		
Motivation	0.367	0.080	4.606	0.000
Family Environment	0.167	0.082	2.029	0.045
Entrepreneurship Education	0.268	0.075	3.573	0.001
Revenue Expectations	0.262	0.124	2.109	0.038
R ² : 0,711				

3.2 Discussion

The influence of motivation on student entrepreneurial intention

Becoming an entrepreneur is a decision that is quite challenging because students must be prepared for the risks that arise later (Jena, 2020; Lee et al., 2011; Nash et al., 2005). The stronger the motivation, the higher students' intention to become entrepreneurs. The results of this study are in line with research conducted by Agusmiati & Wahyudin (2018), Sintya (2019), Aqmala et al. (2020), Andayanti & Harie (2020), Wardani et al. (2021) and Fathiyannida & Erawati (2021), which stated that motivation has a positive and significant effect on entrepreneurial intention. To increase students' entrepreneurial intention through motivational aspect, it is necessary to emphasize the following things: motivation to be an entrepreneur because of the profit to be obtained, motivation to be an entrepreneur because they can work freely, motivation to be an entrepreneur to be able to achieve the expected standard of living, motivation to be an entrepreneur to meet needs and rely on own abilities, motivation to be an entrepreneur to meet basic needs in life, motivation to be an entrepreneur to meet social needs, motivation to be an entrepreneur to do something better.

The influence of the family environment on student entrepreneurial intention

A supportive family environment encourages students to become entrepreneurs. The results of this study are in line with research conducted by Yusuf et al. (2017), Suharbayu (2017), Agusmiati & Wahyudin (2018), Putra (2018), Indriani & Margunani (2018), Sintya (2019), Oktarina, et al. (2019), Saputri & Januarti (2021), Husna (2021), Pricilia et al. (2021), which stated that the family environment has a positive and significant effect on entrepreneurial intention. For the university to increase interest in entrepreneurship among students, it is necessary to emphasize family support as follows: Entrepreneurial Parents will motivate students to become an entrepreneur, parents should provide insight into the entrepreneurial life, parents support students to become an entrepreneur, parents treat students according to their personality in entrepreneurship, parents provide facilities needed to do business (Jappelli & Pistaferrri, 2000; Rainer & Siedler, 2008; Dominitz, 2001).

The influence of entrepreneurship education on student entrepreneurial intention

The result showed that entrepreneurial education improves students' intention to become entrepreneurs. The results of this study are in line with research conducted by Suharbayu (2017), Agusmiati & Wahyudin (2018), Indriani & Margunani (2018), Nugraha (2018), Sintya (2019), Ambarita and Marpaung (2019), Oktarina, et al. (2019), Kardiana & Melati (2019), Aqmal, et al. (2020), Husna, (2021), Satyantoro et al. (2021), Pricilia et al. (2021), which stated that entrepreneurship education has a positive and significant effect on entrepreneurial intention. So to increase students' entrepreneurial intention through education, it is necessary to emphasize the following: entrepreneurship courses should help students understand the process of establishing a new business, entrepreneurship seminars should help students understand how to overcome obstacles so that a business can run successfully, entrepreneurship education provides insight into the right ways of managing a business, entrepreneurship education teaches students how to see business opportunities, think creatively and innovatively (Bauman & Lucy, 2021; Ratten & Usmanij, 2021).

The effect of income expectations on student entrepreneurial intention

The result showed that higher income expectations would encourage students to become entrepreneurs. The results of this study are in line with research conducted by Ilmanati & Muslihudin (2017), Putra (2018), Nugraha (2018), Oktarina et al. (2019), Kardiana & Melati (2019), Hadiyastiti et al. (2020), Aghnia & Subroto (2021), Wardani et al. (2021), Satyantoro et al. (2021), Fathiyani & Erawati (2021), which stated that income expectations have a negative and significant effect on entrepreneurial intention. To increase student entrepreneurial intention, it is necessary to emphasize the following idea: By becoming an entrepreneur, students will earn more income than workers; being an entrepreneur will get unlimited income, and the potential income obtained will increase faster than being an employee, entrepreneurship would help to pay living expenses (Jappelli & Pistaferrri, 2000; Rainer & Siedler, 2008; Dominitz, 2001).

4 Conclusion

Based on the phenomenon of unemployment, which is still relatively high, and the number of entrepreneurs in Indonesia still lagging behind other countries, this study aims to analyze the influence of motivation, family environment, entrepreneurial education, and income expectations on student entrepreneurial intention. The results showed that motivation, family environment, entrepreneurship education, and income expectations positively and significantly affect student entrepreneurial intention in Bali. To encourage student's intention to become entrepreneurs, they need to grow strong motivation and willingness to face risk; they also need to have high-income expectations, students should receive adequate support from their families, and universities should provide entrepreneurial education in the form of courses, seminars, etc. to encourage the intention further. The study limitation is this study's descriptive design exerts no manipulation or control of the antecedents of entrepreneurial intention as it would be in experimental design; thus, conclusions on the relationship between constructs in this study require further and continuous research. For further research, it is recommended to include more variables, such as discipline, community, and personality.

Conflict of interest statement

The authors declared that they have no competing interests.

Statement of authorship

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

Acknowledgments

We are grateful to two anonymous reviewers for their valuable comments on the earlier version of this paper.

References

- Aghniya, N. I., & Subroto, W. T. (2021). Faktor-faktor yang memengaruhi minat berwirausaha pada mahasiswa. *Edukatif: Jurnal Ilmu Pendidikan*, 3(5), 1891-1903.
- Agusmiati, D., & Wahyudin, A. (2018). Pengaruh lingkungan keluarga, pengetahuan kewirausahaan, kepribadian, dan motivasi, terhadap minat berwirausaha dengan self efficacy sebagai variabel moderating. *Economic Education Analysis Journal*, 7(3), 878-893.
- Ambarita, I., & Marpaung, I. J. S. (2019). Faktor-Faktor Yang Mempengaruhi Minat Mahasiswa STMIK Kaputama Untuk Berwirausaha. *Jurnal Ilmu Manajemen METHONOMIX*, 2(2), 67-74.
- Andayanti, W., & Harie, S. (2020). Entrepreneurial Motivation Impact toward Entrepreneurship Interest of College Student. *Jurnal INTELEKTUUM*, 1(2), 107-114.
- Anthony, K. A., Oshoke, S., & Sylvester, O. (2017). Assessment of entrepreneurial education and diversity management: a gateway to sustainable development in Nigeria. *International Research Journal of Management, IT and Social Sciences*, 4(1), 53-60. Retrieved from <https://sloap.org/journals/index.php/irjmis/article/view/438>
- Aqmala, D., Putra, F. I. F. S., & Suseno, R. A. (2020). Faktor-faktor yang Membentuk Minat Berwirausaha Mahasiswa Program Studi Manajemen Universitas Dian Nuswantoro. *Jurnal Manajemen DayaSaing*, 22(1), 60-70.
- Bauman, A., & Lucy, C. (2021). Enhancing entrepreneurial education: Developing competencies for success. *The International Journal of Management Education*, 19(1), 100293. <https://doi.org/10.1016/j.ijme.2019.03.005>
- Dominitz, J. (2001). Estimation of income expectations models using expectations and realization data. *Journal of Econometrics*, 102(2), 165-195. [https://doi.org/10.1016/S0304-4076\(01\)00052-5](https://doi.org/10.1016/S0304-4076(01)00052-5)
- Fathiyannida, S., & Erawati, T. (2021). Pengaruh Pendidikan Kewirausahaan, Motivasi Berwirausaha, Lingkungan Keluarga dan Ekspektasi Pendapatan terhadap Minat Berwirausaha Mahasiswa Akuntansi (Studi Kasus pada Mahasiswa Aktif dan Alumni Prodi Akuntansi Fakultas Ekonomi Universitas Sarjanawiyata. *Jurnal Ilmiah Akuntansi dan Finansial Indonesia*, 4(2), 83-94.
- Hadyastiti, G. A. M. N., Suryandari, N. N. A., & Putra, G. B. B. (2020). Pengaruh ekspektasi pendapatan, pendidikan kewirausahaan, efikasi diri, motivasi dan lingkungan keluarga terhadap minat berwirausaha. *Kumpulan Hasil Riset Mahasiswa Akuntansi (Kharisma)*, 2(2).
- Harandi, S. R. (2015). Effects of e-learning on Students' Motivation. *Procedia-Social and Behavioral Sciences*, 181, 423-430. <https://doi.org/10.1016/j.sbspro.2015.04.905>
- Hendrawan, J. S., & Sirine, H. (2017). Pengaruh sikap mandiri, motivasi, pengetahuan kewirausahaan terhadap minat berwirausaha (Studi kasus pada mahasiswa FEB UKSW Konsentrasi Kewirausahaan). *Asian Journal of Innovation and Entrepreneurship (AJIE)*, 2(03), 291-314.
- Husna, W. F. (2021). *Faktor-Faktor Yang Mempengaruhi Minat Berwirausaha Studi Empiris Mahasiswa Program Studi Manajemen Universitas Muhammadiyah Magelang* (Doctoral dissertation, Skripsi, Universitas Muhammadiyah Magelang).
- Ilmaniati, A., & Musihudin, M. (2017). Pengaruh efikasi diri dan ekspektasi pendapatan, terhadap minat berwirausaha siswa SMK (SMK Al-Madina). *Jurnal Media Teknik dan Sistem Industri*, 1, 41-49.
- Indriyani, L., & Margunani, M. (2018). Pengaruh kepribadian, pendidikan kewirausahaan, dan lingkungan keluarga terhadap minat berwirausaha. *Economic Education Analysis Journal*, 7(3), 848-862.
- Jappelli, T., & Pistaferri, L. (2000). Using subjective income expectations to test for excess sensitivity of consumption to predicted income growth. *European Economic Review*, 44(2), 337-358. [https://doi.org/10.1016/S0014-2921\(98\)00069-5](https://doi.org/10.1016/S0014-2921(98)00069-5)
- Jena, R. K. (2020). Measuring the impact of business management Student's attitude towards entrepreneurship education on entrepreneurial intention: A case study. *Computers in Human Behavior*, 107, 106275. <https://doi.org/10.1016/j.chb.2020.106275>
- Kardiana, T. C., & Melati, I. S. (2019). Pengaruh Pendidikan Kewirausahaan, Kepercayaan Diri dan Ekspektasi Pendapatan Terhadap Minat Berwirausaha. *Economic Education Analysis Journal*, 8(3), 1182-1197.
- Lee, L., Wong, P. K., Der Foo, M., & Leung, A. (2011). Entrepreneurial intentions: The influence of organizational and individual factors. *Journal of business venturing*, 26(1), 124-136. <https://doi.org/10.1016/j.jbusvent.2009.04.003>
- Nash, S. G., McQueen, A., & Bray, J. H. (2005). Pathways to adolescent alcohol use: Family environment, peer influence, and parental expectations. *Journal of adolescent health*, 37(1), 19-28. <https://doi.org/10.1016/j.jadohealth.2004.06.004>
- Nugraha, P. S. (2019). Pengaruh ekspektasi pendapatan, karakteristik individu dan pendidikan kewirausahaan terhadap minat berwirausaha. *Jurnal Profita: Kajian Ilmu Akuntansi*, 7(1).

- Oktarina, H., Agung, E. A., & Aswad, S. H. (2019). Faktor-faktor yang mempengaruhi minat berwirausaha (studi kasus mahasiswa program studi pendidikan ekonomi STKIP Pembangunan Indonesia). *JEKPEND: Jurnal Ekonomi Dan Pendidikan*, 2(2), 1-9.
- Pricilia, A. A., Yohana, C., & Fidhyallah, N. F. (2021). Faktor-Faktor yang Mempengaruhi Minat Berwirausaha pada Mahasiswa Universitas di Jakarta. *Jurnal Bisnis, Manajemen, dan Keuangan*, 2(2), 541-561.
- Putra, I. D. (2018). Analisis faktor-faktor yang mempengaruhi minat berwirausaha mahasiswa Fakultas Ekonomi Universitas Islam Indonesia.
- Rainer, H., & Siedler, T. (2008). Subjective income and employment expectations and preferences for redistribution. *Economics letters*, 99(3), 449-453. <https://doi.org/10.1016/j.econlet.2007.09.011>
- Ratten, V., & Usmanij, P. (2021). Entrepreneurship education: Time for a change in research direction?. *The International Journal of Management Education*, 19(1), 100367. <https://doi.org/10.1016/j.ijme.2020.100367>
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary educational psychology*, 61, 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Saputri, A. N., & Januarti, I. (2021). Faktor-faktor Yang Mempengaruhi Minat Berwirausaha Mahasiswa. *Indicators: Journal of Economic and Business*, 2(1), 10-16.
- Satyantoro, I. P., & Andayani, E. (2021). Efikasi diri, pendidikan kewirausahaan dan ekspektasi pendapatan: pengaruh terhadap minat berwirausaha. *Jurnal Riset Pendidikan Ekonomi*, 6(1), 78-86.
- Sintya, N. M. (2019). Pengaruh Motivasi, Efikasi Diri, Ekspektasi Pendapatan, Lingkungan Keluarga, Dan Pendidikan Kewirausahaan Terhadap Minat Berwirausaha Mahasiswa Jurusan Akuntansi Di Universitas Mahasaraswati Denpasar. *JSAM (Jurnal Sains, Akuntansi dan Manajemen)*, 1(1), 337-380.
- Suharbayu, I. (2017). Pengaruh Pendidikan Kewirausahaan, Lingkungan Keluarga dan Keberanian Menanggung Resiko dalam menumbuhkan Minat Berwirausaha Mahasiswa Program Studi Manajemen Fakultas Ekonomi Universitas Nusantara PGRI Kediri. *Jurnal Simki-Economic*, 1(02).
- Wardani, K. T., Surindra, B., & Prastyaningtyas, E. W. (2021). Pengaruh Motivasi, Lingkungan Keluarga, dan Ekspektasi Pendapatan Terhadap Minat Berwirausaha pada Mahasiswa Pendidikan Ekonomi. In *Seminar Nasional Manajemen, Ekonomi Dan Akuntansi* (Vol. 6, No. 1, pp. 692-698).
- Yusuf, M., Natsir, S., & Kornelius, Y. (2017). Pengaruh kepribadian dan lingkungan keluarga terhadap minat berwirausaha mahasiswa manajemen fakultas ekonomi universitas tadulako. *Jurnal Ilmu Manajemen Universitas Tadulako (JIMUT)*, 3(3), 299-308.