



Influence of Family Circumstances, Peer Circumstances, and Entrepreneurial Learning on Entrepreneurial Interests with Self-Efficacy as Intervening Variables

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ABSTRACT

The research was conducted by involving variables for the influence of the family environment, peer environment, and entrepreneurial learning on the interest in entrepreneurship with self-efficacy as an intervention variable for economic education students at Jenderal Soedirman University. produce findings 1) The family environment influences the students' interest in entrepreneurship. 2) Peer environment has a direct effect on student entrepreneurship interest 3) Student entrepreneurship has a direct effect on student entrepreneurship interest 4) Family environment affects student self-efficacy 5) Peer environment affects student self-recognition 6) Entrepreneurship learning affects student self-efficacy 7) There is an indirect effect on the interest in entrepreneurship through student self-education. 8) There is an indirect influence on peer education students through student development. 9) There is an indirect impact on entrepreneurship education students through the absence of students. The test used in this study was the t-test with the research sample being 107 students of the economics faculty of the UNSOED faculty of economics and business, which were taken using a simple random sampling technique.

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1. INTRODUCTION

Indonesia's national development has a challenge that must be faced, one of which is the problem of unemployment. According to Sadono Sukirno (in Franita, 2016) unemployment is a situation in which a person belonging to the labor force wants to get a job but has not been able to get it. The Central Statistics Agency (BPS) recorded that the number of unemployed in Indonesia in February 2020 reached 6.88 million people, an increase of 60 thousand people

compared to the period in 2019. The number of workers in February 2020 was 137.91 million range, up 1.73 million people compared to February 2019 (Daurina and Arrijal, 2020). In the world of education, students have a very important role because students are those who are in the process of seeking knowledge to the highest level. Students can also be said to be agents of change for a country. As agents of change, students become objects or actors of changes in the economic order. This can be done by students because almost all universities in Indonesia have included entrepreneurship courses and are used as compulsory courses for students with three (3) credits in accordance with the regulations of each college with this being able to train students in entrepreneurship and doing business.

Based on preliminary studies conducted on UNSOED Economic Education students from 2017 to 2019, the family environment, peer environment, and self-efficacy have an important role for them in entrepreneurship. A total of 80.2% of the 106 unsoed economic education students of the class of 2017-2019 are interested and want to become an entrepreneur. This is due to several reasons and desires from each student to become an entrepreneur, such as wanting to add experience and develop themselves to manage the business, wanting to have a job and opening jobs, improving living standards and wanting to have more time with family. However, students of the Economic Education class of 2017-2019 for now who are running a business or business are not so much, there are 6 students who are pursuing their business. To build an entrepreneurial spirit, the government has made various efforts and policies. For example, in government universities, government universities organize entrepreneurship competitions through various programs, such as the Entrepreneurial Student Program (PMW), Student Creativity Program (PKM), The Indonesian Student Business Community (KBMI), and others. This is a great opportunity for students who want to run a business or business but lack or do not have capital.

Students who pass the competition will later get capital or loan capital as the initial capital of the business. Although there have been many efforts and efforts made by the government, still the interest of students to start entrepreneurship is still low. Interest is defined as a high-hearted tendency towards something, passion, and desire (Depdiknas, 2013: 1152). Suprayanto (2016) stated that entrepreneurs are dynamic people who are always looking for opportunities and using them to produce something that has added value. According to Sukmadi, entrepreneurship is an effort to create value through the introduction of business opportunities, proper risk-taking management, and communication skills to mobilize a person, person, money, and other raw materials or resources needed to produce a project to be carried out properly. Ayyubi (2019) defines the interests of 3 entrepreneurship as the desire, interest, and willingness to work hard or be strong-willed to be independent or try to meet the needs of their lives without being afraid of the risks that will occur and always learn from the failures experienced. So it can be concluded that entrepreneurial interest is an impulse or interest in business or business by creating an idea and also thinking without fear of the risks that will occur.

Previous research shows that the factors that cause low student interest in entrepreneurship are prestige, not confidence, feeling unable to attract buyers (lazy), absence of capital, difficulty to divide time, and fear of failure to see from the experience of others (Insonia and Hernanzoni, 2020). Fear of failure and loss in entrepreneurship is something that students worry about when starting their businesses. Entrepreneurial interest must be instilled from childhood in the first environment, namely the family environment. In general, the family environment can be interpreted as the first and first environment to have a deep influence on children (Gunarsa, in Ayyubi, 2019). The results of previous studies explained that family environmental variables have a positive and significant effect on the entrepreneurial interests (Y) of Ciputra University Students (Susanto, 2017). This shows that the higher the

encouragement of the student family environment, the higher the interest in student entrepreneurship. Based on previous research that one of the variables that can form self-efficacy is the family environment. Some of the studies that support the family environment in the formation of self-efficacy include Suyun Huang and Aini (in Ayyubi, 2019) which states that the family environment affects the formation of self-efficacy. In addition to the family environment, the peer environment will also affect the interest of students for entrepreneurship.

Vembriarto (2003) states that a peer group is a group consisting of the same number of individuals. The same understanding here means that individual members of the peer group have similarities from various aspects. An important equation consists mainly in the similarity of age and social status. Previous research shows that there is a significant contribution between peer environments to interests (Setiawan, 2019). The peer environment can also affect self-efficacy. Some of the research support that supports the social environment in self-efficacy alleviation is carried out by Peng et al., Petterdotter et al., and Shangui Hu et al. (in Ayyubi, 2019) which states that the social environment is influential in the formation of self-efficacy. Entrepreneurship learning in universities will also affect students' interest in becoming entrepreneurs. This is seen from the experience during entrepreneurship learning in the UNSOED Economic Education study program, there are some students who listen to lecturers explaining material about entrepreneurship and there are also students who ignore it. Thus, economics education students other than after graduation will become teachers, but there are some students who are interested in becoming entrepreneurs when viewed from participation in entrepreneurship learning.

Gagne (in Octaviani, 2015:26) defines learning as the careful arrangement of events with the intention of learning to occur and make it work. Based on previous research, the results showed that entrepreneurial learning has a significant influence on entrepreneurial interests. Elain that self-efficacy can also affect entrepreneurial interests. Self-efficacy is an individual's confidence in his or her ability to start a business, manage a business, and be confident of succeeding in entrepreneurship. A strong belief in starting a business is one of the indicators in self-efficacy. Based on previous research, the results showed that there is a positive and significant influence between self-efficacy and family social support on entrepreneurial interest in students (Nurhayati, Farradina, and Nugroho, 2019). According to Kurniawan (in Lestari, 2019) self-efficacy reflects an individual's understanding of his abilities based on past experiences and attribution to his performance and attention to striving. According to Zulkosky (in Lestari, 2019) self-efficacy is a person's confidence in his ability to complete a job. From this statement, it can be known that self-efficacy in entrepreneurship is a person's confidence in entrepreneurship. Based on this, researchers use self-efficacy variables as intervening variables. The hope for the emergence of entrepreneurs among students is a relevant solution to be realized if higher education institutions make efforts to improve student competence and foster the entrepreneurial spirit of students. So great is the role of entrepreneurship for students, the existence of universities is expected to carry out its main function as an educational institution. Based on the description above, the author is interested in taking the title *Of Influence of Family Environment, Peer Environment, and Entrepreneurial Learning on Entrepreneurial Interests with Self-Esteem as Intervening Variables*. The purpose of this study is to analyze (1) the direct influence of family environmental variables on the entrepreneurial interests of UNSOED Economic Education students; (2) direct influence of peer environmental variables on the entrepreneurial interests of UNSOED Economic Education students; (3) the direct influence of entrepreneurial learning on the entrepreneurial interests of UNSOED Economic Education students; (4) the direct influence of family environmental variables on the self-efficacy of UNSOED Economic Education students; (5) the direct influence of peer environmental variables on the self-efficacy of UNSOED Economic Education students;(6) the direct

influence of entrepreneurial learning variables on the self-efficacy of UNSOED Economic Education students; (7) indirect influence of the family environment on the entrepreneurial interests of UNSOED Economic Education students; (8.) indirect influence of peer environmental variables on the entrepreneurial interests of UNSOED Economic Education students; (9) indirect influence of entrepreneurial learning on the entrepreneurial interests of UNSOED Economic Education students. The scope of this research is based on the background of the problem, and the purpose of the research is that so that the research does not deviate and float from the goal so that it is easy to get data and information, researchers will limit the problems studied on students' interest in entrepreneurship. Entrepreneurial interests are influenced by many factors, but in this study, researchers will limit it to family environmental factors, peer environment, entrepreneurial learning, and self-efficacy.

2. METHOD

This The type of research used in this study is descriptive quantitative research. This research was conducted at Universitas Jenderal Soedirman, Purwokerto. This study was conducted in June-July 2021. The sampling technique in this study uses a Simple random sample. The population studied in this study is students of Economic Education, Faculty of Economics and Business, Universitas Jenderal Soedirman, Purwokerto class of 2017 to class of 2019 where those who have taken Entrepreneurship courses have as many as 146 students. The sample in this study was as many as 107 students consisting of the class of 2017 as many as 36 students, the class of 2018 as many as 37 students, and the class of 2019 as many as 35 students. In this study, the data collection technique used by the researchers was a questionnaire. The questionnaires used are open questionnaires and closed questionnaires. According to Arikunto (2010), in general, the questionnaire is divided into two, namely open questionnaires and closed questionnaires. Analytical tools in this study include (1) Data quality tests, consisting of instrument validity tests and reliability tests; (2) Analysis prerequisite test, consisting of normality test, multicollinearity test, and heteroskedasticity test; as well as (3) Hypothesis test, consisting of multiple linear regress, R2 determination coefficient test, partial test (t test) and intervening variable testing using the causal step.

The type of research used in this study is descriptive quantitative research. This research was conducted at Jenderal Soedirman University, Purwokerto. This study was conducted in June-July 2021.

2.1. Respondent Overview

Respondents are students of Economic Education classes of 2017, 2018, and 2019 at Jenderal Soedirman University. Of the 146 students, 107 students were sampled. Based on the gender of student grouping can be seen in the table below:

Table 1. Respondent Overview

Based on Gender	Total	Percentage (%)
Male	12	11,2
Female	95	88,8
Total	107	100

Source: Primary data processed

Additional data was obtained that there are several students from each class who are doing business or business since 2019 until now. In addition, there are also students who have

received financing from PMW and PKM-Kwu. Here are the entrepreneurial conditions of the Students of Economic Education of Jenderal Soedirman University class of 2017-2019:

Table 2. Entrepreneurial Conditions of The Economic Education Students of Jenderal Soedirman University class of 2017-2019

2.2. Data Quality Test

The instruments in this study consist of 11 points about entrepreneurial interest variables, 7 points about family environment variables, 13 items about peer environment variables, 7 points about entrepreneurial learning variables, and 10 points about self-efficacy variables. Based on the results of the validity test, it is stated that all questions are declared valid. Because it is known that the correlation coefficient value of each statement item indicates that the value is greater than 0.221 which means that each statement item is declared valid and can be used as a data collection tool.

For the results of the reliability test, it is known that the reliability value of the entrepreneurial interest variable is 0.793, the family environment variable is 0.684, the peer environment variable is 0.729, the entrepreneurial learning variable is 0.730 and the self-efficacy variable is 0.725. Because the reliability value of each variable is greater than the minimum table r value of 0.60 so it can be concluded that the reliable measuring instrument is to be used as a data collection tool.

2.3. Normality Test

Based on the SPSS output of the normality test, the value of Asymp Sig is known. (2-tailed) of 0.076 or greater than 0.05. So it can be concluded that the data of all variables is distributed normally.

Based on the multicollinearity test table above, it can be stated that all variables are free from multicollinearity gejala because the VIF value on each variable is less than 10 and the Tolerance value is less than 1.

2.4. Heteroscedasticity Test

In this study, researchers used heteroscedasticity tests with Scatterplot images. Based on the Scatterplot output, it is known that: (1) Data points spread above and below or around the number 0 'zero'; (2) Data points do not collect only above or below; (3) The spread of data points does not form wavy patterns; (4) The deployment of data points is not patterned. It can be concluded that no symptoms of heteroscedasticity occur, so the ideal regression model can be fulfilled.

The table above is the result of regression analysis using the SPSS program. From the table above, the multiple linear regression equations that can be created are:

$$Y = 3,265 + 0,381X_1 + 0,300X_2 + 0,453X_3 + 0,691Z$$

Hypothesis 1

From the analysis of the t-test for family environmental variables to entrepreneurial interests, it is known that the t-count value is 2,401. Because the t-count value is 2,401 > t table 1,983, it can be concluded that the family environment partially affects entrepreneurial interests. So, the hypothesis that the family environment has a direct effect on the entrepreneurial interests of students of Economic Education, Faculty of Economics and Business, Jenderal Soedirman University, is accepted.

Hypothesis 2

From the analysis of the t-test for peer environmental variables to entrepreneurial interests, it is known that the t-count value is 3,484. Because the t-count value of 3,484 > t-table 1,983, it can be concluded that the peer environment partially affects entrepreneurial interests. Thus, the hypothesis that the peer environment has a direct influence on the entrepreneurial interests of students of economic education students, Faculty of Economics and Business, Jenderal Soedirman University, is accepted.

Hypothesis 3

From the analysis of the t-test for the variables of entrepreneurial learning to entrepreneurial interests, it is known that the t-count value is 2,036. Because the t-count value of 2,036 > of t-table 1,983, it can be concluded that entrepreneurship learning partially affects entrepreneurial interests. So, the hypothesis that entrepreneurial learning has a direct effect on the entrepreneurial interests of the Faculty of Economics and Business, Jenderal Soedirman University, is accepted.

The table above is the result of regression analysis using the SPSS program. From the table above, the multiple linear regression equations that can be created are:

$$Z = 6,808 + 0,235X1 + 0,318X2 + 0,402X3$$

Hypothesis 4

From the analysis of the t test for the variables of the family environment against self-efficacy, it is known that the t-count value is 2,145. Because the t-count value is 2,145 > ttabel 1,983, it can be concluded that the family environment partially affects self-efficacy. Thus, the hypothesis that the family environment has a direct effect on the self-efficacy of students of Economic Education, Faculty of Economics and Business, Jenderal Soedirman University, is accepted.

Hypothesis 5

From the analysis of the t-test for peer environmental variables to self-efficacy, it is known that the t-count value is 5,356. Because the t-count value of 5,356 > of t-table 1,983, it can be concluded that the peer environment partially affects self-efficacy. Thus, the hypothesis that the peer environment has a direct influence on the self-efficacy of students of Economic Education, Faculty of Economics and Business, Jenderal Soedirman University, is accepted.

Hypothesis 6

From the analysis of the t-test for the variables of entrepreneurial learning to self-efficacy, it is known that the t-count value is 2,618. Since the t-count value of 2,618 > of t-table 1,983, it can be concluded that entrepreneurship learning partially affects self-efficacy. Thus, the hypothesis that entrepreneurial learning affects the self-efficacy of students of Economic Education, Faculty of Economics and Business, Jenderal Soedirman University is accepted.

Hypothesis 7

Sig = 0,002
Beta = 0,524
Sig = 0,018
Beta = 0,214

The Influence of the Family Environment on Entrepreneurial Interests with Self-Efficacy as Intervening Variables using the Causal Step Method. Based on the above information, it is known that after inserting intervening variables into the model, the results obtained remain influential, although the direct influence is greater than the indirect influence ($0.214 > 0.091$) which means that the actual relationship is direct. So based on existing criteria is partial mediation (partial mediation). However, because there is still an indirect influence, the hypothesis that the variables of the family environment through self-efficacy have an indirect effect on entrepreneurial interests is accepted.

Hypothesis 8

Sig = 0,002

Beta = 0,524

Sig = 0,001

Beta = 0,322

The Influence of The Peer Environment on Entrepreneurial Interests with Self-Efficacy As Intervening Variables Using the Causal Step Method Based on the above information, it is known that after incorporating intervening variables into the model, the results obtained remain influential, although the direct influence is greater than indirect influence ($0.322 > 0.236$) which means that the actual relationship is direct. So based on existing criteria is partial mediation (partial mediation). However, because there is still an indirect influence, the hypothesis that the variables of the peer environment through self-efficacy have an indirect effect on entrepreneurial interests is accepted.

Hypothesis 9

Sig = 0,002

Beta = 0,524

Sig = 0,044

Beta = 0,181

The Influence of Entrepreneurial Learning on Entrepreneurial Interests with Self-Efficacy as Intervening Variables Using the Step Clause Method

Based on the above information, it is known that after inserting the intervening variable into the model, the results obtained remain influential, although the direct influence is greater than the indirect influence ($0.181 > 0.111$) which means that the actual relationship is direct. So based on existing criteria is partial mediation (partial mediation). However, because there is still an indirect influence, the hypothesis that the variable of entrepreneurial learning through self-efficacy has an indirect effect on entrepreneurial interests is accepted.

The results showed that the family environment has a direct effect on entrepreneurial interests because the value is greater than the t-table ($2,401 > 1,983$). The results of this study are in line with research conducted by Wulan Purnamasari (2018), where Wulan obtained research results that showed that the family environment had a significant effect on the entrepreneurial interests of students of Economic Education, at Makassar State University in 2016. Research by Siti Nafi'ahNurhadifah (2018) also shows that there is a positive influence of the family environment on the Entrepreneurial Interests of Students of the Accounting Education Study Program, Faculty of Economics, Yogyakarta State University.

According to Daryanto (in Nurhadifah, 2018: 106), one of the factors that play a role in influencing one's entrepreneurial interests is the relationship with parents or family. Based on the primary data of open questions that have been done to respondents, namely the Economic

Education Students class of 2017-2019, many students get support from their parents to start a business or entrepreneurship. Thus, the encouragement or support provided by parents to children is very important to form an interest in entrepreneurship.

Bygrave (in Buchari Alma, 2013) also states that one of the driving factors of a person's entrepreneurial interest is the sociological factor that concerns the relationship with the family. With regard to the family, parents are the first educators and as a focus in the guidance of love and affection most importantly, then parents who have the influence of attitudes, personalities, and behaviors towards a child. The influence of the family environment on children can affect what is in demand in children.

2.5. Peer Environment Towards Entrepreneurial Interests

The results showed that the peer environment had a direct influence on entrepreneurial interests because the t-count value was greater than t-table ($3,484 > 1,983$). The results of this study are in line with research conducted by Widyastuti (2018) whom he obtained the results of research that showed that there was an influence between the peer environment on entrepreneurial interests in students majoring in Marketing smk Multimedia Tumpang. Rizal Budhi Setiawan (2019) in his research also showed that there was a significant contribution between peer environments to the entrepreneurial interests of the Accounting Education Students class of 2015 Muhammadiyah University of Surakarta.

According to Daryanto (in Nurhadifah, 2018: 110), one of the factors that play a role in influencing one's entrepreneurial interests is relationships with friends. The urge to do or start a business comes from friends, peer environments, and friends where they often have topics or discussions that are in line with their respective thoughts.

Based on the results of the study, the peer environment contained in the economic education student environment of Jenderal Soedirman University is quite good. A lot of support is given by peers of most students and this support provides positive energy for students in starting a business. With this support, when the condition is down or in trouble, peers are always there and encourage to rise from the slump.

The results of the research show that there is a direct influence between entrepreneurial learning on entrepreneurial interests because the value of the t-count is greater than the t-table ($2,036 > 1,983$). The results of this study are in line with research conducted by Reza Fahmi and Tri Amanda (2017), where they obtained research results that showed that entrepreneurial learning affects the entrepreneurial interests of students of the Faculty of Dakwa IAIN Imam Bonjol Padang. The results of Muchammad Arif Mustofa's research (2014) also showed that there was a positive and significant influence on the influence of entrepreneurial knowledge on entrepreneurial interest in students of class XI smk Negeri 1 Depok Sleman Regency. Other research from Jesika Amanda (2018) also obtained the result that entrepreneurial learning has a positive and significant effect on the entrepreneurial interests of Undergraduate Students of Yogyakarta State University.

Entrepreneurial learning can produce entrepreneurial behavior and leadership spirit according to the character in students who are strongly related to how to manage businesses to equip students to strive independently. According to Anita (2014) the integration of entrepreneurial values into learning so that the results are obtained an awareness of the importance of values, entrepreneurial character, and refracted into the behavior of everyday students through the learning process both inside and outside the classroom. Based on the results of the study seen from the respondents' answers, that entrepreneurship learning does not have a positive influence, it can be seen that many students are less enthusiastic about participating in entrepreneurship learning and do not remember entrepreneurship learning materials.

3. RESULTS AND DISCUSSION

3.1. The influence between Family Environment, Peer Environment, and Entrepreneurial Learning on Self-Efficacy

The results showed that the family environment has a direct effect on self-efficacy because the value of the t-count is greater than the t-table ($2,145 > 1,983$). Coefficient X1 is 0.235 which means that the family environment variable has a positive influence on the self-efficacy variable, this shows the increase in family environmental variables which is then followed by an increase in the self-efficacy variable. If the increase that occurs in the family environment variable is one unit, there will be an increase of 0.235 units in the self-efficacy variable.

Furthermore, the results showed that there is a direct influence between the peer environment on self-efficacy because the t-count value is greater than the t-table ($5,356 > 1,983$). The coefficient of X2 is 0.318 which means that the peer environment variable has a positive influence on the self-efficacy variable, this shows the increase in peer environmental variables which is then followed by an increase in the variety of self-efficacy. If the increase that occurs in peer environment variables is as large as one unit, there will be an increase of 0.318 units in the self-efficacy variable.

The results also showed that there was a direct influence between entrepreneurial learning and self-efficacy than the t-table ($2,618 > 1,983$). Coefficient X3 of 0.402 means that the entrepreneurial learning variable has a positive relationship with the self-efficacy variable, this shows the increase in entrepreneurial learning variables which is then followed by an increase in the variety of self-efficacy. If the increase that occurs in the entrepreneurial learning variable is one unit, there will be an increase of 0.402 units in the self-efficacy variable.

3.2. The influence of the Family Environment on Entrepreneurial Interests with Self-Efficacy as Intervening Variables

The results of the study showed that after the inclusion of mediation variables into the model, the results obtained remain influential, meaning that it is based on existing criteria is partial mediation. Having a good family, which always encourages all activities related to entrepreneurship, and always provide support will certainly increase one's interest in becoming an entrepreneur without having to pay attention to confidence or confidence.

This research is in line with Arnez's Theory of Planned Behavior (in Lestari and Sukirman, 2020) which explains that one of the determinants of interest is subjective norms expressed as a function of the pressure of others that a person perceives to display behavior, associated with his motivation to obey the pressure of those people. If a person is confident in his ability to perform a certain behavior, then that person will be encouraged to do that behavior. Conversely, if a person believes that most people who are his reference expect not to do certain behaviors, then a person will tend to avoid those behaviors. A person can entrepreneur allegedly because of the influence of the family environment. A person who has a high degree of efficacy will work hard and try to perform new tasks because confidence in oneself will increase confidence.

This research is also supported by research from Kurniawan, et al (in Lestari and Sukirman, 2020) which states that there is an influence of the family environment on entrepreneurial interests through self-efficacy of 36.8%. A person who has the support of parents and the family environment will be better equipped to become an entrepreneur, this is

because the level of self-efficacy of a person is quite high which is influenced by the family environment.

3.3. The influence of the Peer Environment on Entrepreneurial Interests with Self-Efficacy as Intervening Variables

The results of the study showed that after the inclusion of mediation variables into the model, the results obtained remain influential, meaning that based on existing criteria is partial mediation. Ghufroon and Risnawita (in Maulida and Nurkheim, 2017) self-efficacy are one of the most influential aspects of self-knowledge in everyday human life because self-efficacy affects individuals in determining the actions to be taken to achieve a goal. Ayyubi research (2019) states that the social environment or peers have an influence on entrepreneurial interests. This proves that the peer environment as a place to socialize outside the family environment will help in gaining knowledge and information that is useful in realizing their expectations and will certainly increase interest in entrepreneurship.

According to Bandura (Sahin et al, 2019) self-efficacy and self-entrepreneurial intentions are one's belief in one's ability to organize and carry out the direction of action necessary to produce the achievements given. This research is in line with the social cognitive theory of Bandura (in Sahin et al, 2019) that behavior, action courses, and levels of people's persistence are associated with high levels of self-success. Individuals with a high self-success rate were found to prefer challenging tasks and higher levels of difficulty.

3.4. The influence between Entrepreneurial Learning on Entrepreneurial Interests and Self-Efficacy as Intervening Variables

The results of the study showed that after the inclusion of mediation variables into the model, the results obtained remain influential, meaning that it is based on existing criteria is partial mediation. The results of this study are in line with the Theory of Planned Behavior developed by Ajzen (in Lestari and Sukirman, 2020) that things that affect interest include the perception of behavior control determined by individual beliefs about the availability of resources in the form of equipment, compatibility, competence and opportunities that support the behavior that will be predicted in realizing the behavior. With the learning of entrepreneurship at the university, it means that students will get knowledge, training and entrepreneurial skills as entrepreneurial provisions. The existence of these knowledge and skills will greatly influence students to form an interest in doing or running a business. Some factors that influence entrepreneurial interests such as knowledge, desire, and feasibility of entrepreneurial activities (Linan, in Li and Wu, 2019). The results of this study are also supported by previous research conducted by Nurcahya and Anggraeni (in Lestari, and Sukirman, 2020) which stated that there is an influence of

4. CONCLUSION

Based on the results of the research and discussion above, it can be concluded: (1) The family environment directly affects the entrepreneurial interests of students of Economic Education students of Jenderal Soedirman University. (2) Peer environment directly affects the entrepreneurial interests of students of Economic Education students of Jenderal Soedirman University. (3) Entrepreneurship learning has a direct effect on the entrepreneurial interests of students of Economic Education, Jenderal Soedirman University. (4) The family environment directly affects the self-efficacy of students of Jenderal Soedirman University Economic Education. (5) Peer environment directly affects the self-efficacy of students of Economic Education, Jenderal Soedirman University. (6) Entrepreneurship learning has a direct effect on

the self-efficacy of students of Economic Education, Jenderal Soedirman University. (7) The family environment has an indirect effect on entrepreneurial interests through the self-efficacy of students of Economic Education, Jenderal Soedirman University. (8) Peer environment has an indirect effect on entrepreneurial interests through the self-efficacy of students of Economic Education, Jenderal Soedirman University. (9) Entrepreneurship learning has an indirect effect on entrepreneurial interests through the self-efficacy of students of Economic Education, Jenderal Soedirman University.

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