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THE INFLUENCE OF ATTITUDE TOWARDS ENTREPRENEURIAL INTEREST WITH FAMILY ENVIRONMENT AS A MEDIATION VARIABLE IN STUDENTS OF THE MANAGEMENT STUDY PROGRAM AT UNIVERSITAS NEGERI MAKASSAR

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Abstract

Entrepreneurial intention plays an important role in encouraging university students to pursue entrepreneurship as a potential career path. Understanding the factors that influence entrepreneurial intention is therefore essential for developing effective entrepreneurship education and fostering entrepreneurial engagement among students. This study aims to examine the direct effects of entrepreneurial attitudes and family environment on entrepreneurial intention, as well as the indirect effect of entrepreneurial attitudes on entrepreneurial intention through the family environment among students enrolled in the Management Study Program at Universitas Negeri Makassar (UNM), Indonesia. The study employed a quantitative research approach, involving students from the Management Study Program as the target population and research sample. Data were analyzed using Structural Equation Modeling based on Partial Least Squares (PLS-SEM) to evaluate the proposed relationships among the research variables. The findings indicate that entrepreneurial attitudes and family environment have positive and statistically significant direct effects on entrepreneurial intention. Furthermore, entrepreneurial attitudes have a positive and significant effect on the family environment. However, the indirect effect of entrepreneurial attitudes on entrepreneurial intention through the family environment is positive but statistically insignificant, indicating that the proposed mediating relationship is not empirically supported. These findings highlight the importance of entrepreneurial attitudes and family environment as direct predictors of entrepreneurial intention and provide practical insights for strengthening entrepreneurship development initiatives within higher education institutions.

Keywords: *Entrepreneurial Attitudes; Family Environment; Entrepreneurial Intention; University Students; PLS-SEM.*

1. INTRODUCTION

In today's modern era, entrepreneurs play a crucial role in national life, particularly in the employment sector. Entrepreneurship has made significant contributions to a nation's economic and non-economic development.(Octaviani, 2020)The development of entrepreneurship is a crucial aspect of economic development, as it not only plays a role in job creation but also fosters innovation, economic independence, and the exploitation of business opportunities. In the context of higher education, students represent a group with

significant potential to become young entrepreneurs, as they gain knowledge, skills, and access to various sources of information and technology. However, simply possessing entrepreneurial knowledge does not necessarily translate into students' desire to choose entrepreneurship as a career. Therefore, students' entrepreneurial interest is an important aspect to study, as interest or intention is a psychological stage that can precede the emergence of entrepreneurial behavior. Research on students also shows that entrepreneurial intention is influenced by various psychological and environmental factors, including attitudes toward entrepreneurship and the social support they receive.

One internal factor thought to play a significant role in shaping entrepreneurial interest is attitude toward entrepreneurship. From the perspective of the Theory of Planned Behavior (TPB), attitude toward a behavior is one of the primary determinants of the intention to perform that behavior. Attitude reflects a person's positive or negative evaluation of a behavior. Attitude is a disposition to respond favorably or unfavorably to objects, people, institutions, or events. The more positive an individual's attitude toward a behavior, the greater their intention to perform that behavior.(Simanihuruk, 2020). In the context of entrepreneurship, students who view entrepreneurial activities as interesting, profitable, challenging, provide freedom, and can be a means of self-development tend to have a stronger interest in entrepreneurship. Conversely, if students view entrepreneurship as an activity full of risk, uncertain, requires large capital, and is difficult to implement, then interest in entrepreneurship can be lower. Thus, attitudes are not only related to what students know about entrepreneurship, but also how students evaluate and assess the choice to become an entrepreneur.

The relationship between attitude and entrepreneurial intention has received empirical support from various studies. A study of college students in Malaysia found that personal attitude was one of the predictors of entrepreneurial intention, along with perceived behavioral control and perceived relational support. These findings showed that the more positive students' personal attitudes toward entrepreneurship, the greater their likelihood of having entrepreneurial intentions. Consistent results were also found in a study of college students in China, which showed that entrepreneurial attitude significantly influenced entrepreneurial intention. More recent research on college students also strengthens this relationship. Theoretically, attitude serves as a foundation for the emergence of interest. Entrepreneurial attitude can be explained as a personal desire to find work to fulfill life's needs by discovering and creating new things.(Ezra Mariani Br. Sianipar & Mujiono, 2026).

In addition to attitude as an internal factor, the family environment is an external factor that can support the development of students' entrepreneurial interest. The primary environment is the closest and most intimate social interaction with a person, such as family. Meanwhile, the secondary environment involves looser interactions, such as friends, role models, and others.(Agus Resi & Sulistyawati, 2017)The family is the primary social environment that provides individuals with the learning of values, norms, beliefs, and

behavioral patterns. In the context of entrepreneurship, family support can take the form of moral support, motivation, information, experience, social networks, and financial support. Students who receive encouragement from their parents or family members to pursue entrepreneurial endeavors tend to have a greater opportunity to learn about the world of entrepreneurship and build confidence in their abilities. Conversely, families who view formal employment as the only secure career option may discourage students from pursuing entrepreneurship. Thus, the family environment can not only provide resources but also shape students' perceptions and attitudes toward entrepreneurship.

Several previous studies have provided evidence that family support is related to students' entrepreneurial interest or intention. Yulistia and Rahyuda (2023), in a study of 240 students from the Faculty of Economics and Business at Udayana University, found that family support positively influenced entrepreneurial intentions. The study also found that entrepreneurial attitudes positively influenced entrepreneurial intentions and were able to mediate the influence of family support on entrepreneurial intentions. This finding is important because it shows that family not only plays a direct role but can also be related to the formation of students' entrepreneurial attitudes. Other research on college students also shows that family support is a factor that can increase entrepreneurial intentions. A 2024 study on college students found that family support significantly influenced entrepreneurial intentions and can strengthen the relationship between motivational factors and entrepreneurial intentions.

More recent studies also show that the relationship between attitudes, family, and entrepreneurial intentions should be viewed as interrelated, rather than as separate factors. A 2026 study of 1,544 university students in Vietnam showed that entrepreneurship education does not always have a direct influence on entrepreneurial intentions, but rather exerts an indirect influence through attitudes toward entrepreneurship. The study also found that fathers' occupations were related to students' entrepreneurial attitudes and intentions. Meanwhile, a longitudinal study of art and design students found that entrepreneurial attitudes were positively related to entrepreneurial intentions, and family support was positively related to these intentions through psychological mechanisms such as entrepreneurial self-efficacy. These results suggest that the family environment can be a supportive context that helps students develop beliefs and positive evaluations of entrepreneurial activities.

Based on these various studies, it can be understood that attitudes toward entrepreneurship are an important factor in explaining students' entrepreneurial interest, while the family environment can play a supporting role in strengthening the formation of this interest. Although several studies have proven the relationship between attitudes, family support, and entrepreneurial intentions, the results show that the influence of these factors can vary based on student characteristics, educational environment, family background, and

social and economic context. This condition indicates the importance of further research to determine the extent to which attitudes influence students' entrepreneurial interest and how the family environment is a supporting factor in this process. Therefore, research on the influence of attitudes on students' entrepreneurial interest with the family environment as a supporting factor is important to conduct to provide empirical evidence regarding the role of attitudes and the family environment in encouraging students to choose entrepreneurship as an alternative career. The results of this study are expected to provide benefits to universities in developing entrepreneurship education and for families in providing appropriate support to foster students' entrepreneurial interest.

2. LITERATUR REVIEW

Attitude

An entrepreneurial attitude is the tendency of employees to think (cognitive), feel (affective) and behave (conative) at work which leads to efforts to find, create, implement new working methods, technologies and products by increasing efficiency by providing good service to obtain greater profits.(Pebi Ardiyani & Kusuma, 2016). Attitude is a form of evaluation or reaction of feelings that function and will help determine a person's behavioral tendencies, even other people or something that is being faced by the individual, called the phenomenon of attitude. Where it is also related to a person's previous experiences but also related to the current situation and hopes for the future. Attitude according to is a form of expression of feelings of support or siding (favorable) someone or feelings of not supporting or siding (unfavorable) towards something or object that may be related to his work. In the theory of planned behavior owned by (Fishbein and Ajzein, 1975) in (Tjahjono, 2013) attitude is believed to be one of the factors forming the birth of a person's intention and will then directly influence behavior. Therefore, understanding a person's intention to become an entrepreneur can reflect a person's tendency to establish a business in reality.

An independent attitude is the desire and behavior of a person who does not easily depend on other people to carry out their tasks and responsibilities.(Josia Sanchaya Hendrawan & Alumni, 2017). (Winarno, 2011) states that entrepreneurial attitude is a person's tendency to think (cognitive), feel or emotional (affective), and behave (conative) of a person in working with efforts to find, create, apply new work methods, technologies and products by increasing efficiency by providing good service to obtain large profits. (Rahmah, 2011) in his research states that attitude means a favorable evaluative reaction to something and is exhibited in a person's beliefs, with behavior. In addition (Ajzen in Rahmah, 2011) says that attitude is a disposition to act positively or negatively towards an object, person, institution or event.

Family Environment

The most important environment for a child is the family environment, because a large part of a child's life is spent within the family. Within the family environment, children experience their first socialization, where they are taught and introduced to various life values, as well as shaping and developing their personality in their social functions, which will certainly be useful for their future. (Conny Semiawan, 2010) The family environment, especially parents, plays a vital role in a child's growth and development. Parents also play a role as an influence on their child's future. This means that parents can indirectly influence their child's interest in choosing a career, including becoming an entrepreneur. The family environment has an influence as a form of motivation that provides encouragement or support to children in determining each step they take.(Wardani & Nugraha, 2021).

(Soekanto, 2004) The family is where the main activities of an individual's life take place, making it the first and foremost institution in human resource development. (Buchari, 2013) states that the influence of parents who work independently or have their own businesses has a tendency for their children to also become entrepreneurs. This situation often inspires children. Children who have parents who are entrepreneurs or live in an entrepreneurial family environment will gain knowledge from an early age, thus forming attitudes and perceptions regarding confidence in entrepreneurial abilities.

Interest in Entrepreneurship

Interest is a feeling, hope, opinion, and other tendencies that can direct an individual to a choice. (Wijaya, 2014) interest in entrepreneurship is the willingness to work hard and diligently to achieve progress for the business, the willingness to bear the risks related to the actions taken, the willingness to take the path and the willingness to learn from experience. (Hurlock, 1991) and (Mappiere, 1982) state that interest is a motive that shows the direction of a person's attention to an interesting and enjoyable object, so that if a person is involved in the object, he tends to be more active in his activities. Interest is related to a person's desire and attraction to an object so that between one person and another person's interests are not necessarily the same. Someone who is interested in something means that the person likes and is attracted to it so that his tendency will use an object or do an activity.(Prasetya & Ariska, 2021).

Essentially, interest is the acceptance of a relationship between oneself and something external. The stronger or closer the relationship, the greater the interest (Djaali, 2008). When someone is serious about something, that interest will lead them to pay closer attention to details and develop a desire to participate in or own that object. Entrepreneurial interest reflects the ability to motivate oneself and take effective action to meet needs and solve life's problems. Furthermore, individuals with an interest in entrepreneurship are prepared to face

potential risks, continuously learn from failures, and strive to develop the businesses they have built.(Rohimah et al., 2025).

3. RESEARCH METHOD

This research is a qualitative study using a quantitative approach, as the data obtained will be presented in numerical form and processed using statistical analysis. The subjects of this study were students of the Management Study Program at Makassar State University. The sampling technique used in this study was purposive sampling. The data collection technique used a questionnaire created using Google Forms. The population in this study was 415 students of the Management Study Program at UNM, class of 2021, and the sample size was 81 students. This was calculated using the Slovin formula. The data analysis technique used the Structural Equation Modeling (SEM) model, namely Partial Least Squares (PLS), to test and analyze the data. The purpose of using SmartPLS is to predict relationships between constructs, confirm theories, and establish relationships between latent variables.

4. RESULTS AND DISSCUSSION

Research result

Before conducting data analysis, the respondents' identity characteristics were first described with the aim of providing a profile of the respondents used as samples in this study. In this study, respondent characteristics can be categorized into several parts, namely gender, study concentration, and whether they come from an entrepreneurial or non-entrepreneurial family. The purpose of this categorization is to identify research respondents specifically in order to understand their behavior, in this case, the interests of respondents/students. For more details, the grouping of respondent identity characteristics can be described as follows.

Table 1. Respondent Characteristics

Characteristics		Total (N=81)	Percentage (%)
Gender	Man	22	27.16
	Woman	59	72.84
Concentration	Financial management	3	3.70
	Marketing Management	10	12.34
	Human Resource Management	68	83.96
Family Background	Entrepreneur/ Entrepreneur	32	39.5
	Not Entrepreneurial	49	60.5

Source: *Proceed Data, 2026*

Based on the table above, it can be seen that the number of female respondents in this study is greater, namely 72.84 percent, compared to the number of male respondents, which is only 27.16 percent. This is because the number of female respondents in this study population is greater than the number of male respondents. In recent years, the number of students in the Management Study Program, FE UNM, has been dominated by female

students compared to the number of male students, including the 2021 intake, which is also dominated by female students compared to the number of male students. Furthermore, the Management Study Program is divided into three concentrations: financial management, marketing management, and human resource management.

Measurement Model

This study used the PLS-SEM method as its analysis method, with two stages: outer model analysis and inner model analysis (Hair et al., 2014). Outer model analysis was used to verify the validity and reliability of the measurement indicators used. Inner model analysis tested the structural model formed and examined the relationships between variables within the model.

Table 2. Validity and Reliability Test

Construct/Item	Loading Factor	α	CR	AVE
Attitude		0.788	0.855	0.562
a. Ability to choose one's own job	0.452			
b. Wanting independent work	0.472			
c. Believe in success if you become an entrepreneur	0.862 0.931			
d. Have the required skills	0.880			
e. Have the skills to succeed				
Work environment		0.890	0.923	0.751
a. Family as modeling	0.863			
b. Family as organizing	0.843			
c. Family as learning	0.846			
d. Family as teaching	0.913			
Interest in Entrepreneurship		0.860	0.915	0.782
a. Choosing a career as an entrepreneur	0.928 0.814			
b. Prefer to be an entrepreneur	0.906			
c. Can start a business in 1-3 years				

Source: *Proceed Data, 2026*

Table 3. Discriminant Validity (Fornell & Lecker Criterion)

Variables	Family Environment	Interest in Entrepreneurship	Attitude
Family Environment	0.867		
Interest in Entrepreneurship	0.352	0.884	
Attitude	0.336	0.649	0.750

Source: *Proceed Data, 2026*

In the table above, the factor loading values for each indicator range from 0.4 to 0.9. (Chin, 1998 in Ghozali 2021) a loading factor of 0.4 to 0.6 is still considered sufficient. The factor loading table indicates that all indicators are valid and considered accurate in forming the

variables in this study. The discriminant validity (AVE) value for each variable is above 0.5, meaning it is more than 50%.All indicators in each variable can reflect that variable. Furthermore, for reliability testing, the Cronbach's Alpha and Composite Reliability values for each variable were above 0.6, indicating that each variable was reliable.

Structure Model

Table 4. R Square Test andR Square Adjusted

Variables	R Square	R Square Adjusted
LK	0.113	0.102
MB	0.441	0.427

Source: *Proceed Data, 2026*

Based on the table above, the influence of attitudes toward the family environment is 0.102 or 10.2%, with the remaining 89.8% being influenced by other variables not examined. This indicates that attitudes have little influence on the family environment. Meanwhile, the influence of attitudes and the family environment on entrepreneurial interest is 0.427 or 42.7%, with the remaining 57.3% being influenced by other variables not examined. This indicates that attitudes and the family environment also have little influence on entrepreneurial interest.

Table 5. Q-Square

Variables	SSO	SSE	Q^2 (=1-SSE/SSO)
LK	324,000	297,687	0.081
MB	243,000	163,780	0.326
SK	405,000	405,000	

Source: *Proceed Data, 2026*

Based on the table above, we can see that the predictive power of family environment is weak, with a value of around 0.081. Meanwhile, the entrepreneurial interest variable has moderate predictive power, with a value of around 0.326.

Hypothesis Testing

After testing the measurement model, the next step is to test the direct influence between variables and indirect influence. The hypothesis in this study is:

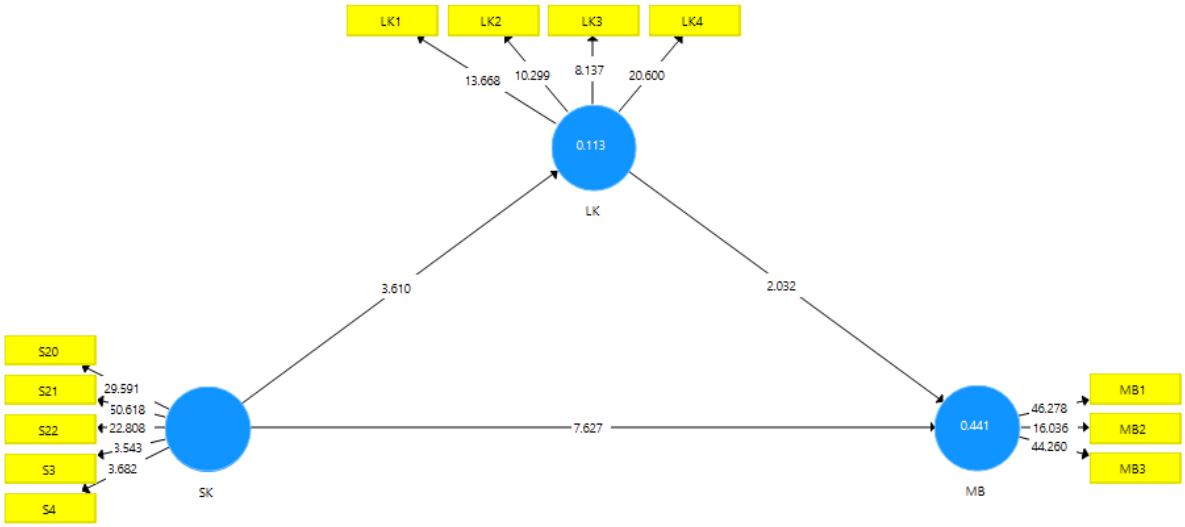
H_1 : There is an influence of attitudes on students' interest in entrepreneurship Study programUNM Management

H_2 : There is an influence of the family environment on interest in entrepreneurship UNM Management Study Program Students

H_3 : There is an influence of attitudes on students' interest in entrepreneurship Study programUNM Management

H_4 : There is an influence of attitude on interest in entrepreneurship through the environtment family of UNM Management Study Program students

Figure 1. Conseptual Model



Source: *Proceed Data, 2026*

Table 6. Hypothesis Testing

Variables	Direct Effect		Indirect Effect		P Value
	Path Coefficient	T Statistics	Path Coefficient	T Statistics	
H1: SK → MB	0.598	7,627			0.000
H2: LK → MB	0.151	2,032			0.042
H3: SK → LK	0.336	3,610			0.000
H4: SK → LK → MB			0.051	1,759	0.079

Source: *Proceed Data, 2026*

Based on the table above, hypothesis 1: attitude has a positive and significant influence on entrepreneurial interest, the hypothesis is accepted. Hypothesis 2: family environment has a positive and significant influence on entrepreneurial interest, the hypothesis is accepted. Hypothesis 3: attitude has a positive and significant influence on entrepreneurial interest, the hypothesis is accepted. Hypothesis 4: Attitude has a positive but insignificant influence on entrepreneurial interest through the family environment, the hypothesis is rejected.

Discussion

The Influence of Attitudes on Entrepreneurial Interest in Students of the Management Study Program at UNM

Based on a descriptive analysis of the influence of attitude on entrepreneurial interest, it was found that attitude has a positive and significant influence on entrepreneurial interest statistically. Thus, the first hypothesis in this study was accepted. In this study, it is said to have a positive but significant influence, meaning that the better a person's attitude, the higher the interest in entrepreneurship. Entrepreneurial attitude is an individual's evaluation

or assessment of entrepreneurial activities, whether the activity is considered interesting, profitable, enjoyable, valuable, or risky and unattractive. In Ajzen's Theory of Planned Behavior (TPB), attitude toward a behavior is one of the main determinants of the formation of the intention to carry out that behavior. Thus, the more positive a person's attitude toward entrepreneurship, the greater the tendency to have the intention or interest in running a business.

Conceptually, students with a positive attitude toward entrepreneurship will view becoming an entrepreneur as an attractive and valuable career choice. They tend to view entrepreneurial activities as an opportunity to earn income, develop creativity, achieve independence, create jobs, and actualize their abilities. This positive perception then encourages the desire to start and run a business. Conversely, students with a negative attitude toward entrepreneurship tend to view business activities as risky, uncertain, requiring large amounts of capital, and with the potential for failure. These perceptions can reduce students' interest in choosing entrepreneurship as a career option. Therefore,Differences in attitudes towards entrepreneurship can explain differences in the level of students' interest in entrepreneurship.

Empirically, Soetjipto et al.'s research on university students in Indonesia found a significant relationship between entrepreneurial attitude and entrepreneurial intention. The study also demonstrated that entrepreneurial attitude plays a crucial role in explaining the formation of students' entrepreneurial intentions. This finding was reinforced by Nursyirwan et al. (2022) in a study of 100 Pamulang University students. The results showed that attitude toward entrepreneurship had a positive and significant effect on entrepreneurial intention. This means that the more positive students' attitudes toward entrepreneurship, the stronger their entrepreneurial intentions.

The Influence of Family Environment on Entrepreneurial Interest in Management Study Program Students at UNM

The results of this study found that the family environment has a significant influence on entrepreneurial interest. The family environment has a positive and significant influence on entrepreneurial interest in students.(Widiastuty & Rahayu, 2021). Some aspects that can influence include: 1. Role models, children who grow up in families that run businesses tend to be more inspired to follow in their parents' footsteps. 2. Values and attitudes, families that instill values such as hard work, independence, and innovation will usually encourage family members to think creatively and dare to take risks. 3. Moral and financial support, families that provide support both emotionally and financially can increase an individual's confidence to start a business. This support can be in the form of encouragement, advice, or capital assistance. 4. Access to information, families who have business networks or information about the business world can provide better knowledge and opportunities for their children. 5. Economic conditions, economically stable family environments tend to provide more opportunities to explore entrepreneurship, while difficult economic conditions can lead to uncertainty and lack of capital. 6. Education, families that emphasize the importance of education often provide their children with the skills and knowledge necessary for success in entrepreneurship.

The Influence of Attitudes Towards the Family Environment on Students of the UNM Management Study Program

In the context of entrepreneurship, student attitudes are one of the internal factors that can influence the formation of entrepreneurial interest or intention. Attitudes reflect students' assessments of entrepreneurship, including interest, belief in the benefits of entrepreneurship, willingness to take risks, and views on entrepreneurship as a career choice. Students with positive attitudes toward entrepreneurship tend to perceive business activities as engaging, providing opportunities for economic independence, and fostering creativity and innovation.

The formation of students' attitudes toward entrepreneurship is inseparable from the influence of their social environment, particularly their family. The family is the primary environment that provides an individual with education, values, motivation, and experience. Parental support, the example of family members running businesses, habits of independence, and students' experiences helping with family business activities can shape positive perceptions of entrepreneurship. Conversely, if the family provides little support or has a negative view of the entrepreneurial profession, these conditions can lead students to develop less positive perceptions of entrepreneurship.

Therefore, the relationship between student attitudes and family environment in the context of entrepreneurship is more accurately understood as a reciprocal relationship, with the family environment as one of the external factors that can shape students' attitudes toward entrepreneurship. A positive attitude can then increase students' confidence and interest in choosing entrepreneurship as an alternative career. Therefore, the more conducive the family environment is in providing support for entrepreneurial activities, the greater the opportunity for students to develop positive attitudes toward entrepreneurship, which ultimately can encourage increased interest or intention in entrepreneurship.

The Influence of Attitudes on Entrepreneurial Interest through the Family Environment on Students of the UNM Management Study Program

The results of this study indicate that the stronger the attitude values, consisting of self-realization and participation and perceived confidence, the stronger the entrepreneurial interest. However, when mediated by family environment variables, they do not have a significant effect on these two variables. This is because the family environment does not support or displays a negative view of entrepreneurship, and as a result, this positive attitude can be reduced. Furthermore, if the family prefers a safe and stable career path, entrepreneurial interest can be negatively affected.(Nugraha et al., 2024).

5. CONCLUSION

Based on the results of the research that has been conducted, it can be concluded: 1) Attitude has a positive and significant influence on entrepreneurial interest in UNM Management Study Program students. 2) Family environment has a positive and significant influence on entrepreneurial interest in UNM Management Study Program students. 3) Attitude has a positive and significant influence on family environment in UNM Management Study Program students. 4) Attitude has a positive but not significant influence

on entrepreneurial interest through family environment in UNM Management Study Program students.

The suggestions from this research are: 1) Entrepreneurship-based curriculum, integrate entrepreneurship courses into the curriculum, with a focus on practice and real case studies. 2) Skills improvement such as training and workshops, because the findings of this research can be the basis for organizing training and workshops that are more focused on developing practical skills, such as marketing, finance, and innovation. 3) Policy support such as incubation programs, educational institutions can develop incubation or acceleration programs to support students interested in entrepreneurship, including funding and guidance. 4) Provision of coworking spaces, innovation laboratories or business incubators, the role of business incubators in developing entrepreneurship has a very important role in creating an ecosystem that supports students in starting and developing their businesses. Business incubators are facilities or programs established to provide various types of support to entrepreneurs including students. 5) Partnerships with industry, encourage institutions to establish partnerships with the industrial world including MSMEs to provide relevant practical experience for students.

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