



The Influence of Parental Support, Income Expectations, and Entrepreneurship Education on Entrepreneurial Intentions: Entrepreneurship Motivation as a Mediation Variabel (Study of Students in Solo Raya)

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Abstract. *Instead of being in good condition when experiencing a demographic bonus, it turns out that Indonesia has not been able to maximize this factor and is still hampered by unemployment and the government is always encouraging the formation of new entrepreneurs. This research examines the factors that can influence entrepreneurial intentions among students in Soloraya, namely parental support, income expectations, entrepreneurial education and entrepreneurial motivation which have a dual role as direct influences and mediation. The current research aims to harmonize the theory of planned behavior to explain the role of parental support, income expectations and entrepreneurial motivation in current conditions. This research involved 250 students spread across several universities in Solo and analyzed the data using smart PLS. The results found in this research were that all the variables studied were able to influence students' entrepreneurial intentions in Solo Raya.*

Keywords Parental Support, Income Expectations, Entrepreneurship Education, Entrepreneurial Motivation, Entrepreneurial Intentions

1. INTRODUCTION

Indonesia is currently in a demographic bonus situation since 2015 and will peak in 2035. This has a positive influence, one of which is the availability of labor which can help economic actors to accelerate the achievement of the expected development goals (Khairunnisah & Fitriyani, 2023) . However, this workforce growth is in line with the increasing number of unemployed in Indonesia when compared to BPS data before the Covid-19 pandemic (Nurhanisah et al., 2023). The government's current focus is on eliminating the problem of unemployment and poverty through the active role of youth entrepreneurship in Indonesia (Haro 2023). This is reinforced by the statement by the Coordinating Ministry for Human Development and Culture (Kemendagri) that currently, the way to fight unemployment must be to encourage the unemployed to fill in the Substance of a CLUSTER COMPETITIVE RESEARCH (PKK) Proposal. Applicants are only allowed to fill in the space provided in accordance with with instructions for filling in and no modifications to the template or deletions are permitted in any section. entrepreneurship (Novrizaldi, 2021). Encouraging someone to become an entrepreneur will help increase the entrepreneurship ratio in Indonesia, which is currently considered

relatively low at 3.74% compared to other ASEAN countries such as Singapore 8.76%, Thailand 4.26% and Malaysia 4.79% (Sutrisno, 2022). The level of entrepreneurship in each country must be increased, especially Indonesia which wants to become a developed country because the number of entrepreneurs in each country is a measure of the economic progress of a country in the world (Kuswanti, 2020).

Entrepreneurial intention is the ability to have the courage to meet life's needs and solve life's problems, advance one's business or create a new business with one's own abilities (Hasanah & Nurhasikin, 2019). Carrying out entrepreneurial activities is determined by internal factors such as individual will or competence and external factors such as family conditions, the economy, or business trends (Adnyana & Purnami, 2016). This is in line with the theory of planned behavior Ajzen, (1991) that entrepreneurial intentions can be influenced by subjective norms, attitudes and behavioral control. Factors that can influence entrepreneurial intentions in this research are parental support, income expectations, entrepreneurial education, and entrepreneurial motivation. Parental support is one important factor that can influence a person's confidence in entrepreneurship (Rukmana et al., 2023). This is supported by research which found that parental support can significantly influence the entrepreneurial intentions of their children who are currently studying and want to start an entrepreneurial career (Hasanah et al., 2019).

Another factor that can influence entrepreneurial intentions is income expectations. Revenue expectations are a sign of remuneration from customers to business owners in the form of incentives or profits related to revenue (Jonathan & Handoyo, 2023). Each person's income expectations are different, but everyone always wants to have a high income, so there is an influence between the desire to get a high income and entrepreneurial intentions (Septianti, 2020). This is supported by research which states that the high and astonishing income of entrepreneurs motivates students to have entrepreneurial intentions (Efendi & Yudhati, 2017). Another influence that can influence entrepreneurial intentions is entrepreneurship education. Entrepreneurship education is education provided with the aim of developing and supporting the smoothness and success of every business that trains creative, initiative and responsible attitudes (Wijaya & Hidayah, 2022). A study Daniel & Handoyo, (2021) states that there is an influence between entrepreneurship education and entrepreneurial intentions.

Apart from the factors explained previously, entrepreneurial motivation is also a relatively important factor in realizing one's entrepreneurial intentions. Entrepreneurial

motivation is a state of trying as optimally and as maximally as possible to achieve organizational goals or satisfy individual needs (Iffan, 2018). It could be said that entrepreneurial motivation is the driving force within an entrepreneur to achieve goals (Harie & Andayanti, 2020). Entrepreneurial motivation also greatly influences students' entrepreneurial intentions (Pradana & Safitri, 2020). The current research utilizes entrepreneurial motivation variables as direct and mediating influences. Research on entrepreneurial motivation as a mediator of entrepreneurial intentions has been carried out Jonathan & Handoyo, (2023) and found that entrepreneurial motivation is able to mediate income expectations and entrepreneurial education on entrepreneurial intentions.

This research modifies previous research Jonathan & Handoyo, (2023), because it follows suggestions from previous research to add other variables in subsequent research that are related to the influence of financial support, thus deciding on the parental support variable, because the form of parental support can be financial, emotional and emotional support. exemplary (Hasanah et al., 2019). The research object used in this research also involved a relatively wider number of samples and objects, namely students in Solo Raya. The reason for using a wider range of samples and objects is so that the results obtained are more accurate. In addition, the selection of students as samples means that currently there is a tendency for diploma and bachelor graduates to be at a fairly high level contributing to the unemployment rate because their skill level does not match the needs of the business and industrial world, expectations of high income and status, and limited employment opportunities (Fauziati & Suryani, 2020). Based on this description, researchers were encouraged to conduct research with the title *The Influence of Parental Support, Income Expectations, and Entrepreneurship Education on Entrepreneurial Intentions: Entrepreneurial Motivation as a Mediating Variable (Study of Students in Solo Raya)*.

2. LITERATURE REVIEW

Theory of Planned Behavior

According to Ajzen, (1991), this theory explains several factors that can influence a person's intention to do something which currently is becoming an entrepreneur, consisting of three combinations (1) attitudes toward the behavior (2) subjective norms (3) perceived behavioral control

The Effect of Parental Support

Parental support has a psychological influence on students' entrepreneurial intentions, with parental support, students feel more confident in the decisions they choose, apart from that, parents can also provide encouragement, assistance, role models, input, suggestions, and help direct students in running their business.

Income Expectations

Income expectations are one of the intrinsic factors that can influence the intention to become an entrepreneur. Revenue expectations are a sign of remuneration from customers to business owners in the form of incentives or profits related to revenue (Jonathan & Handoyo, 2023). Everyone's income expectations are different, of course the higher the income expectations, the higher the student's intention to become an entrepreneur.

Entrepreneurship Education

Entrepreneurship education is education provided with the aim of developing and supporting the smoothness and success of every business that trains creative, initiative and responsible attitudes (Wijaya & Hidayah, 2022). Apart from that, entrepreneurship education is an important factor in developing the desire to become an entrepreneur because it can bridge theory and practice in the field

Entrepreneurial Motivation

Entrepreneurial motivation is a state of trying as optimally and as maximally as possible to achieve organizational goals or satisfy individual needs (Iffan, 2018). It could be said that entrepreneurial motivation is the driving force within an entrepreneur to achieve goals (Harie & Andayanti, 2020).

Entrepreneurial Intentions

Entrepreneurial intention is the ability to have the courage to meet life's needs and solve life's problems, advance one's business or create a new business with one's own abilities (Hasanah et al., 2019). This entrepreneurial activity does not appear suddenly but is determined by someone's intentions.

Research Hypothesis

- a. The influence of people's support on entrepreneurial intentions

Family or more precisely parents have the closest attachment and interaction with a person (Daniel & Handoyo, 2021). Parental support has a dominant factor in their children changing them or giving rise to their intention to become entrepreneurs

Fauziati & Suryani, (2020), especially if their parents are business people. Parents can provide various forms of support to help their children become entrepreneurs, both materially and non-materially. So the hypothesis formulated:

H1: Parental support has a positive and significant effect on entrepreneurial intentions

- b. The influence of income expectations on entrepreneurial intentions

Income expectations are hopes and motivations for every activity carried out by individuals at work in the form of income or income (Noor & Anwar., 2022). Expectations or expectations of better income are one of the factors that can influence a person's intention to become an entrepreneur. Amazing income from entrepreneurship greatly influences a person's intentions, because an entrepreneur will gain profits from his position as a business owner and as a manager in that business (Efendi & Yudhati, 2017). So the hypothesis formulated:

H2: Income expectations have a positive and significant effect on entrepreneurial intentions

- c. The influence of entrepreneurship education on entrepreneurial intentions

Entrepreneurship education is education given to someone with the aim of increasing students' entrepreneurial knowledge through attitudes, knowledge and skills to overcome risks in supporting the smooth running of their business (Wijaya & Hidayah, 2022). Entrepreneurship education has an influence on entrepreneurial intentions because someone who has knowledge about entrepreneurship can predict risks and solutions to problems that will occur and currently, at the college level, entrepreneurship courses are continuously being developed to complement the development of the business world (Daniel & Handoyo, 2021). So the hypothesis is formulated:

H3: Entrepreneurship education has a positive and significant effect on entrepreneurial intentions

- d. The influence of entrepreneurial motivation on entrepreneurial intentions

Entrepreneurial motivation can be interpreted as driving someone to develop a business or achieve their goals (Amadea & Riana, 2020). Most people who have been successful and successful in developing and managing their businesses definitely have a strong drive to take action. Great motivation to become a successful entrepreneur will guide individuals in doing what they want to achieve. So entrepreneurial

motivation greatly influences entrepreneurial intentions (Wirananda et al., 2016). So the hypothesis formulated is:

H4: Entrepreneurial motivation has a positive and significant effect on entrepreneurial intentions

- e. The influence of parental support on entrepreneurial motivation

Parental support given to their children who want to start a business or want to become an entrepreneur can be in the form of many things such as business capital, premises facilities, advice, success stories from those who have successfully managed their business, this will influence a person's motivation to become a businessman. So the hypothesis formulated is:

H5: Parental support has a positive and significant effect on entrepreneurial motivation

- f. The influence of income expectations on entrepreneurial motivation

Someone who has just graduated from college usually prepares himself to work in a company to earn a stable income. However, each person's income expectations are clearly different. The relatively large and fantastic income an entrepreneur earns, the greater their motivation to become an entrepreneur. So the hypothesis formulated is:

H6: Income expectations have a positive and significant effect on entrepreneurial motivation

- g. The influence of entrepreneurship education on entrepreneurial motivation

Entrepreneurship education is aimed at increasing a person's understanding of entrepreneurship so that they can face difficult situations in running their business. Someone who is equipped with initial knowledge of entrepreneurship may be able to predict and find solutions for their business if they later face a problem. Entrepreneurship education is like a map for beginners in starting their business so that someone will be motivated to become an entrepreneur if they at least have basic knowledge of entrepreneurship. So the hypothesis formulated is:

H7: Entrepreneurship education has a positive and significant effect on entrepreneurial motivation

- h. Entrepreneurial motivation mediates parental support on entrepreneurial intentions

Entrepreneurial intentions will be realized if someone gets full support from their parents, not only in material but also non-material form and is always there in whatever condition the child's business is in, whether when they are starting out or

when they are in decline, this will later motivate someone to become an entrepreneur. Moreover, if parents are business people, someone can follow the example of their parents to be able to develop their business well. So the hypothesis formulated is:

H8: Entrepreneurial motivation mediates the effect of parental support on entrepreneurial intentions

- i. Entrepreneurial motivation mediates income expectations on entrepreneurial intentions

A person's entrepreneurial intention is realized if a person has high expectations for the amount of income he or she must earn. Everyone's income expectations are definitely different, and someone who has high hopes will definitely think about becoming an entrepreneur to make these wishes come true. This is what motivates him to become an entrepreneur. So, the hypothesis formulated is:

H9: Entrepreneurial motivation mediates the effect of income expectations on entrepreneurial intentions

- j. Entrepreneurial motivation mediates entrepreneurial education on entrepreneurial intentions

A person's entrepreneurial intentions will be increasingly formed if they are based on knowledge about entrepreneurship. The delivery of entrepreneurship education aims to equip a person with attitudes, knowledge, skills and ways of thinking as an entrepreneur. So, if someone is equipped with knowledge before starting a business, this will further motivate him to become an entrepreneur because he feels he has enough knowledge to achieve his goals. So, the hypothesis formulated is:

H10: Entrepreneurial motivation mediates the effect of entrepreneurship education on entrepreneurial intentions

3. METHODS

This research is included in the type of quantitative research method because it uses research data in the form of numbers and requires statistical analysis to obtain interpretive results (Sugiyono, 2017). Based on the time dimension, this research is included in the type of cross sectional research which involves a certain time by taking many samples (Hartono, 2013). The population used in this research were students in Soloraya, but only 300 respondents were sampled. Respondents were obtained using the convenience sampling method, namely sampling was carried out according to the wishes of the

researcher (Sekaran & Bougie, 2017). After the data is obtained, it will then be analyzed using the Structural Equation Modeling (SEM) mediation test analysis technique with the PLS 2.0 tool.

Each statement in this study was measured using a Likert scale with 5 alternative choices, namely strongly disagree (STS), disagree (TS), neutral (N), agree (S), and strongly agree (SS). The questionnaire indicators used for each variable consist of parental support using 6 indicators adopted from (Tambunan, 2022), income expectations using 4 indicators from (Muslihudin & Ilmaniati, 2017), entrepreneurship education using 5 indicators from (Neves & Brito, 2020), as a mediating variable namely entrepreneurial motivation using 6 indicators from (29) and the dependent variable entrepreneurial intention uses 7 indicators from (Neves & Brito, 2020).

Validity instrument testing uses a factor loading value that must be > 0.70 , reliability testing is required to have a Cronbach alpha value > 0.60 , model fit provisions such as SRMR < 0.08 and NFI approaching > 0.95 and for significance analysis look at the t table value or significance value < 0.05 (Ferdinand, 2006).

4. RESULTS

The results of descriptive analysis from this research showed that the respondents were mostly female students, 68.2%, aged 20 to 24 years, with a percentage of 79.5%. 91.7% of respondents are currently studying at Bachelor Degree (S1), the largest campus domicile is in Sukoharjo Regency at 59.3% and the majority are students at Veteran Bangun Nusantara University, namely 69.5%.

All indicators analyzed for the validity test there are 28 indicators, but there are several questionnaire indicators that do not reach the factor loading value or < 0.70 , including MB1 (0.631), PDO1 (0.678), PDO7 (0.677), and PDO 8 (0.697), the remaining indicators are in accordance with the expected provisions and the indicators are declared to be valid and measurable. The results of reliability testing using Cronbach's alpha and Average Variance Extracted (AVE) values show good values for all the variables proposed. The Cronbach's alpha value is > 0.70 and the Average Variance Extracted (AVE) value is 0.50, which indicates that all variables in this study have been declared consistent.

Table 1. Reliability Test Results

	<i>Cronbach's Alpha</i>	<i>Average Variance Extracted(AVE)</i>
Parental support	0.935	0.585
Income expectations	0.863	0.708
Entrepreneurial motivation	0.883	0.592
Entrepreneurial intentions	0.950	0.669
Entrepreneurship education	0.909	0.687

After passing the validity and reliability testing stage, the next step is to ensure that the Goodness of Fit (GOF) value of the model in this study has been met, namely having an SRMR value of 0.067 and an NFI value of 0.743. It is concluded that the GOF results of the model in this study are said to be good and in accordance with theory. submitted.

Table 2. R Square Value

Construct	R. Square
Entrepreneurial motivation	0.718
Entrepreneurial intentions	0.762

Based on the results of the R Square value analysis in this research, it shows that the entrepreneurial motivation variable is influenced by 71.8% of the independent variables consisting of parental support, income expectations, and entrepreneurship education. The variable entrepreneurial intention is influenced by the variables parental support, income expectations, and entrepreneurial education by 76.2%.

Table 3. Path Coefficient Values

	Entrepreneurial motivation	Entrepreneurial intentions
Parental support	0.164	0.119
Income expectations	0.407	0.011
Entrepreneurship education	0.397	0.088
Entrepreneurial motivation		0.713

Based on the results of the path coefficient analysis that has been carried out, it can be seen that all the paths tested show a positive influence and are in accordance with the hypothesis formulated.

Table 4. T-Statistics Values

	T Statistics	P Values
Parental Support -> Entrepreneurial Motivation	4,254	0,000
Parental Support -> Entrepreneurial Intentions	3,438	0.001
Income Expectations -> Entrepreneurial Motivation	7,799	0,000
Income Expectations -> Entrepreneurial Intentions	0.173	0.863
Entrepreneurial Motivation -> Entrepreneurial Intention	12,775	0,000
Entrepreneurship Education -> Entrepreneurial Motivation	6,208	0,000
Entrepreneurship Education -> Entrepreneurial Intentions	1,394	0.164

Hypothesis analysis seen in table 4 shows that several hypotheses are not supported in the research.

5. DISCUSSION

a. **H1: Parental support has a positive and significant effect on entrepreneurial intentions**

Based on the analysis results, the T value of 3.438 and the P value of 0.001 indicate that hypothesis 1 is supported. This is because student parents always provide the best support to their children for the decisions they make, especially if they want to become entrepreneurs, apart from that, parents also take part in shaping their children's careers to become successful entrepreneurs by always guiding, convincing, giving trust, helping to facilitate in his entrepreneurial career. These results are supported by research conducted by Hasanah et al., (2019) that parental support has a big influence on students' entrepreneurial intentions.

b. **H2: Income expectations have a positive and significant effect on entrepreneurial intentions**

Based on the analysis results, the T value of 0.173 and the P value of 0.863 indicate that hypothesis 2 is not supported. This is because, every person hopes that if they become an entrepreneur they will get a fantastic income. However, in the process fantastic income is not immediately obtained in a short time, but requires a fairly long process so that the business being run can produce maximum profits, meet the needs of the business owner and have regular customers. The results of this research are supported by research conducted by Sintya, (2019) which revealed that income expectations have no effect on entrepreneurial intentions.

c. **H3: Entrepreneurship education has a positive and significant effect on entrepreneurial intentions**

Based on the analysis results, the T value of 1.394 and P value of 0.164 shows that hypothesis 3 is not supported. This happens because the entrepreneurship education that students receive during learning is not well understood, the insight and knowledge they gain is not optimal, or even the knowledge, insight and knowledge they gain actually makes them afraid to become entrepreneurs. The results of this research are supported by research conducted by Syahrial et al., (2024) that students who receive basic entrepreneurship courses tend to choose to look for safer jobs.

d. **H4: Entrepreneurial motivation has a positive and significant effect on entrepreneurial intentions**

Based on the analysis results, the T value of 12.775 and P value of 0.000 shows that hypothesis 4 is supported. This happens because students have received a lot of

motivation from those around them, be it parents, lecturers, friends, or their idols who serve as inspiration in becoming entrepreneurs. Apart from that, students feel they have the intelligence to recognize existing business opportunities, are able to add added value to a product and students are also motivated to become entrepreneurs to benefit others by creating jobs. The results of this research are supported by Wirananda et al., (2016) that motivation has a positive and significant effect on entrepreneurial intentions.

e. **H5: Parental support has a positive and significant effect on entrepreneurial motivation**

Based on the analysis results, the T value of 4.254 and P value of 0.000 shows that hypothesis 5 is supported. This happens because, the form of trust given by parents to their child's decision to become an entrepreneur and always convincing their child's choice is the right choice and always guiding them to become a successful entrepreneur really helps students to create motivation in themselves to become entrepreneurs. The results of this research are supported by Ekasari, (2014) that parental support has a positive and significant effect on entrepreneurial motivation because the greater the parental support, the more motivated their children will be to become entrepreneurs.

f. **H6: Income expectations have a positive and significant effect on entrepreneurial motivation**

Based on the analysis results, the T value of 7.799 and P value of 0.000 shows that hypothesis 6 is supported. This happens because students hope that the amount of income they will earn later after becoming an entrepreneur will be greater than by working in an office. Apart from that, students see entrepreneurs who have successful careers earning unlimited income. This is what motivates students to become entrepreneurs. The results of this research are supported by (Jonathan & Handoyo, 2023) that income expectations can influence students' entrepreneurial motivation.

g. **H7: Entrepreneurship education has a positive and significant effect on entrepreneurial motivation**

Based on the analysis results, the T value of 6.208 and P value of 0.000 shows that hypothesis 7 is supported. This is because, the entrepreneurship education that students receive at universities will foster their desire to become entrepreneurs, increase students' awareness in analyzing opportunities in business and increase their insight so that students are motivated to create something new and earn money. The

results of this research are supported by research conducted by (Wijaya & Hidayah, 2022) that entrepreneurship education has a positive and significant effect on entrepreneurial motivation. The many Independent Campus programs, one of which is Independent Entrepreneurship, play a very important role in the emergence of entrepreneurial motivation in students.

h. H8: Entrepreneurial motivation mediates the effect of parental support on entrepreneurial intentions

Based on the results of the T value and P value in this study, it shows that hypothesis 8 is supported. Entrepreneurial motivation partially mediates between parental support and entrepreneurial intentions. The entrepreneurial intention that arises in students arises because the students' parents always support and facilitate the students' desire to become entrepreneurs by providing information about how to manage a business well, in addition to equipping students by taking part in entrepreneurship training with mentors who have become successful entrepreneurs. Total parental support will gradually create motivation in students to become entrepreneurs after graduating from college and begin to maximize their potential and intelligence in entrepreneurship. The results of this research are supported by research conducted by Jonathan & Handoyo, (2023), that entrepreneurial motivation is able to mediate the influence of parental support on entrepreneurial intentions.

i. H9: Entrepreneurial motivation mediates the effect of income expectations on entrepreneurial intentions

Based on the results of the T value and P value in this study, it shows that hypothesis 9 is supported. Entrepreneurial motivation is able to fully mediate between income expectations and entrepreneurial intentions. Students' entrepreneurial intentions do not immediately arise just because they are lured by a fantastic income if they become an entrepreneur because, according to students, to reach a position with unlimited income must go through a long process and require sacrifice. Therefore, students must be given examples of successful young entrepreneurs at all times, giving students the understanding that through entrepreneurship students can meet the needs of other people, be useful to other people and can be closer to God. This is done to arouse students' desire to become entrepreneurs. The results of this research are supported by research conducted by Jonathan & Handoyo, (2023) that entrepreneurial motivation is able to mediate income expectations on entrepreneurial intentions.

j. **H10: Entrepreneurial motivation mediates the effect of entrepreneurship education on entrepreneurial intentions**

Based on the results of the T value and P value, it shows that hypothesis 10 is supported. Entrepreneurial motivation is able to fully mediate the influence of entrepreneurial education on entrepreneurial intentions. When students receive courses related to entrepreneurship education, such as introduction to entrepreneurship or basic entrepreneurship, students are not sure about their abilities, whether they are able to go through a long process to realize their desire to become an entrepreneur, apart from that, it could be that when the material about entrepreneurship is delivered, students have not understand the material presented well, apart from that, students do not equip themselves with non-formal education for entrepreneurship so that students are filled with fear before trying to become entrepreneurs. Therefore, the role of lecturers in higher education institutions is to provide examples and guide students well in the field of entrepreneurship, so that students have the view that an entrepreneur must act like he is in real life, apart from that, universities must adapt their curriculum to the concept of more practice in becoming an entrepreneur. rather than just focusing on theory. The results of this research are supported by research conducted by Jonathan & Handoyo, (2023) that entrepreneurial motivation is able to mediate the influence of entrepreneurship education on students' entrepreneurial intentions.

6. CONCLUSION

Based on all the results of data analysis and discussion of hypotheses that have been carried out, it can be concluded that of the ten hypotheses proposed, only 8 hypotheses were accepted in this research and there were two hypotheses that were not accepted. The only independent variable that can influence entrepreneurial intentions is parental support. Meanwhile, other influences such as income expectations and entrepreneurial education can influence entrepreneurial intentions, however, they must be mediated by entrepreneurial motivation.

It is hoped that this research will be useful for all groups, both academics and practitioners, in increasing students' entrepreneurial intentions in Soloraya.

The suggestions that can be taken into consideration for further research are:

- a. Use of other variables outside the variables that have been tested which are related to work life balance

- b. Researchers are advised to consider using samples and populations that must be more specific and could also involve large cities in Indonesia

LIMITATION

The limitations that occur in this research are, this research involved 300 respondents who were not evenly distributed to the Soloraya region, each region in Soloraya has not been interpreted well because, there are several regions that do not yet have universities, there are also some universities that are only represented by less than 50 respondents.

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