



Do Entrepreneurship Education and Family Experience Promote Student's Entrepreneurial Intention? The Mediating Role of Unemployment Rate : An Integrated Analysis through Entrepreneurship Theory, Social Learning Theory, and Hidden Unemployment Theory

Prety Diawati^{1*}, Okta Karneli², Siminto³, Andri Pitoyo⁴, Loso Judijanto⁵

^{1*}D4 Company Management, Faculty of Vocational School, Universtas Logistik dan Bisnis Internasional, Indonesia.

²Department of Business Administration, Faculty of Social and Political Sciences, Universitas Riau, Indonesia.

³Department of Islamic Education Management, Faculty of Tarbiyah and Teaching Sciences, IAIN Palangka Raya, Indonesia.

⁴Department of Indonesian Language and Literature Education, Faculty of Teacher Training and Education, Universitas Nusantara PGRI Kediri, Indonesia.

⁵IPOSS Jakarta, Indonesia

*Corresponding Author. Email: pretydiawati@ulbi.ac.id

Abstract: This research aims to examine the relationship between entrepreneurship education, family experience, and students' entrepreneurial intentions, exploring the mediating role of the unemployment rate. Three theories were integrated into this study: Entrepreneurship Theory, Social Learning Theory, and Hidden Unemployment Theory. The study utilized a quantitative approach, employing structural equation modeling (SEM) and Partial Least Square (PLS) for analysis, as well as correlation analysis to examine relationships between variables. Non-probability sampling technique used is Purposive Sampling to determine the research sample. The study participants consisted of 100 college students in Bandung City, Indonesia, selected to complete an online questionnaire. The findings indicate that entrepreneurship education and family experience significantly and positively impact students' entrepreneurial intentions. Furthermore, the unemployment rate serves as a positive mediator in the relationship between entrepreneurship education and entrepreneurial intentions. Entrepreneurship education empowers individuals to create self-employment opportunities, reduces the unemployment rate, motivates students to pursue entrepreneurial paths, and shapes the entrepreneurship education curriculum to meet evolving market demands.

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Introduction

Currently, there is significant pressure on the deepening development of individual skills. The skills possessed by the younger generation are expected to align with the advancements of the digital era (Livingstone et al., 2023; van Deursen & van Dijk, 2011). This development occurs in tandem with the demands of globalization, where countries compete to prepare a mentally strong younger generation capable of making positive contributions to economic growth, particularly through entrepreneurial activities. Students, as members of the younger generation, hold the potential to become successful entrepreneurs,



stimulating innovation and driving economic well-being (Satriadi et al., 2022). Entrepreneurship education plays a crucial and strategic role in shaping the mental paradigms and skills of students, especially those related to the business context (Mahmudin, 2023). This educational process not only focuses on providing basic knowledge about business aspects but also includes the formation of critical skills necessary to operate successfully in the dynamic business world. Skills acquired through entrepreneurship education include but are not limited to, detailed business planning, effective risk management, and the ability to leverage creativity to overcome complex business challenges. Entrepreneurship education serves not only as a source of knowledge but also as a platform for developing practical skills that enable students to respond to business dynamics with resilience and innovation (Boldureanu et al., 2020).

Furthermore, family experiences are considered a factor of crucial significance in influencing students' entrepreneurial intentions. The family context, especially involving entrepreneurial heritage or experience in running a business, is seen as an element that can have a positive impact on students' entrepreneurial orientation. Such heritage or experiences tend to provide additional motivation, creating a supportive environment that stimulates students' interest in seriously considering entrepreneurship as a potential career option. Family involvement in the entrepreneurial world is a driving factor for positive thinking and attitudes toward entrepreneurial efforts among students (Lingappa et al., 2020).

The unemployment rate in the students' environment can act as a mediating factor with a significant influence. According to the Central Statistics Agency (BPS) report, the unemployment rate in Indonesia reached 7.86 million people in August 2023. Unemployment among higher education graduates reached 5.59%, the second-highest proportion after secondary school graduates at 8.41% (Santika, 2023). Students who subjectively identify entrepreneurship opportunities as an attractive alternative may be more inclined to develop entrepreneurial intentions, especially when facing a situation where the unemployment rate in their environment is relatively high. In this context, the unemployment rate can be considered an additional motivating factor that can influence students to seriously consider entrepreneurship as a potential career option. Therefore, the unemployment rate serves as a variable that can provide additional motivation for students to focus their attention on the entrepreneurial domain.

Students' entrepreneurial intentions are the initial step in realizing actual entrepreneurial actions. Understanding the factors that influence entrepreneurial intentions can assist universities, families, and relevant parties in developing strategies to support students with the potential to become entrepreneurs. Earlier research has yielded varied outcomes concerning the influence of entrepreneurship education and familial business experiences on the entrepreneurial intentions of students. While certain studies highlight positive effects stemming from both factors, others suggest adverse consequences. (Atrup et al., 2023) undertook a study to explore the effects of entrepreneurship education and creativity on students' entrepreneurial intentions, utilizing the perspectives of Effectuation Theory and Cognitive Flexibility Theory. The outcomes of this investigation reveal substantial and positive evidence regarding the correlation between entrepreneurship education, creativity, and students' entrepreneurial intentions. To elaborate further, the application of principles derived from Effectuation Theory and Cognitive Flexibility Theory empowers students to cultivate entrepreneurial attitudes, enhance adaptability, and develop critical creative thinking skills essential for managing independent ventures. Entrepreneurship education contributes to their comprehension of business opportunities, proficient utilization of available resources, and the ability to navigate uncertainties in the business realm.



Furthermore, a study by (Sutrisno et al., 2023) indicates a positive and significant association between entrepreneurship education, social media, and entrepreneurial intentions among students in Semarang City. The findings from this research affirm the results of prior studies, suggesting that entrepreneurship education indeed positively impacts students' entrepreneurial intentions. Nevertheless, it is crucial to recognize that the extent of this impact may vary depending on the contextual factors and methodologies employed in entrepreneurship education programs.

On the contrary, the findings of (Praswati et al., 2022) in their research in Solo Raya reveal that entrepreneurship education has an insignificant influence on students' entrepreneurial intentions. According to them, entrepreneurship education may have an insignificant impact on students' entrepreneurial intentions due to factors such as irrelevant curriculum, lack of practical involvement, or insufficient support for the entrepreneurship ecosystem in the educational environment. Additionally, the personal, social, or economic aspects of individuals may also play a role in shaping entrepreneurial intentions, which may not be fully influenced by formal education in the classroom. Entrepreneurship education and family background both influence students' entrepreneurial intentions. (Mawardi & Sahputri, 2022) found that students from entrepreneurial families are more inclined towards entrepreneurship due to familial values, knowledge, and support. Family involvement serves as a positive role model, fostering motivation and practical understanding (Georgescu & Herman, 2020). However, contrary findings by (Mukson et al., 2022) suggest that family entrepreneurship experience alone may not significantly affect intentions. Other factors like personal interest and formal education also play crucial roles. Individual differences among students further diminish the uniform impact of family entrepreneurship experience on intentions.

Expanding on prior research, persistent disparities emphasize a gap necessitating further investigation with diverse subjects. This underscores the need for a fresh outlook, enhancing the research's originality. The localized context of Bandung City, West Java, presents an intriguing focus on family business experiences, entrepreneurship education, and the impact of unemployment on students' entrepreneurial intentions. Bandung City exhibits a vibrant student entrepreneurial culture, particularly in design, fashion, and culinary sectors, fostered by university support through programs and facilities. Collaboration between students and the creative industry fosters innovation despite challenges like capital, time management, and family backing. Yet, unity in overcoming hurdles shapes a robust entrepreneurial community. Thus, there is a crucial need for additional research drawing from local sources to grasp the current state of entrepreneurship education and student initiatives in addressing graduate unemployment in Bandung City, a domain with scant academic attention.

One of the theories used to explain entrepreneurship education is the entrepreneurship theory developed by (Shane & Venkataraman, 2000). This theory proposes that individuals become entrepreneurs because of the opportunities they identify, not due to job dissatisfaction or a desire for independence. According to this theory, entrepreneurship education should focus on developing skills to identify opportunities and take action. According to Shane in 2004, two dimensions are key elements in understanding the entrepreneurship theory, including: (1) *Opportunity*: Focuses on the identification of business opportunities by individuals. Entrepreneurship education based on this dimension will help students develop skills to recognize and evaluate existing business opportunities. (2) *Skills*: Involves the skills and abilities required by individuals to take necessary actions in seizing business



opportunities. Entrepreneurship education should assist students in developing the skills needed to successfully manage and grow their ventures.

Shane's entrepreneurship theory in 2000 emphasizes the importance of students in identifying business opportunities, developing entrepreneurial skills, and focusing on opportunity-based education. This helps students become innovative, contribute to economic growth, and develop an entrepreneurial spirit to face business dynamics. Furthermore, one of the theories commonly used to discuss family business experiences and students' entrepreneurial interests is the Social Learning Theory. Although there is no single founder for this theory, (Bandura, 1978) is one of the main figures who developed and popularized the concept. Social Learning Theory states that individuals learn through observation, imitation, and interaction with those around them. In the context of family business experiences and students' entrepreneurial interests, this theory emphasizes the influence of the social environment, especially family experiences, in shaping entrepreneurial attitudes and behaviors. According to (Bandura, 1978), there are four dimensions of entrepreneurship education approaches that can be designed to leverage the influence of family experiences in shaping students' entrepreneurial interests and abilities, including:

- 1) *Family Role Models*: Individuals, especially students, tend to model behavior and attitudes based on family experiences. If they see family members involved in business, it can trigger entrepreneurial interest.
- 2) *Imitation and Learning*: Students can acquire entrepreneurial skills and knowledge by imitating actions and decisions learned from family business experiences.
- 3) *Support and Social Influence*: The family's social environment can shape norms and values that either support or oppose entrepreneurial interests. This can influence students' decisions to engage in the business world.
- 4) *Positive Reinforcement*: Positive reinforcement through family experiences can build students' confidence and interest in pursuing entrepreneurial paths.

Social Learning Theory emphasizes the family's influence in shaping students' entrepreneurial interests and attitudes. Family role models, learning through observation, family values support, and positive reinforcement from family business success are key points. This theory supports an entrepreneurship education approach that understands the role of family experiences in shaping students' character and interest in the business world.

This research will also explore the unemployment rate as a mediating variable between entrepreneurship education and family business experience on students' entrepreneurial intentions. One theory that will be used to discuss this new research topic is the Hidden Unemployment Theory. While this theory does not have a single founder, its concept has been acknowledged by various economists and experts in the field of labor. This research will adopt four dimensions as measures of students' entrepreneurial interest when faced with the phenomenon of significant unemployment originating from college graduates (Jahan et al., 2014), including:

- 1) *Entrepreneurship Opportunity as an Alternative*: Students who are aware of hidden unemployment may see entrepreneurship as an alternative to creating job opportunities, and reducing dependence on conventional employment.
- 2) *Creativity in Responding to Unemployment*: This theory provides a foundation for students to respond to the unemployment rate more creatively, namely by considering entrepreneurial approaches to create job opportunities.
- 3) *Perception of the Job Market*: Understanding hidden unemployment can influence students' perceptions of the job market, prompting them to seek solutions beyond conventional employment, involving self-employment.



- 4) *Economic Independence*: Entrepreneurial interest may increase when students realize that they can be agents of change in addressing unemployment issues, and entrepreneurship provides opportunities to create jobs.

The Hidden Unemployment Theory highlights the existence of a group of people who are unemployed but not recorded in official unemployment statistics because they are not actively seeking employment. While this theory does not have a single founder, its concept provides relevant insights into explaining the relationship between the unemployment rate and students' entrepreneurial interests.

This research aims to examine the relationship between entrepreneurship education, family experience, and students' entrepreneurial intentions by examining the mediating role of the unemployment rate. First, the main hypothesis focuses on the expected positive influence of entrepreneurship education and family experience on students' entrepreneurial intentions. In this framework, it is anticipated that students who receive in-depth entrepreneurship education and have a family background in entrepreneurship are likely to show higher entrepreneurial intentions (Deng & Wang, 2023). Furthermore, the mediation construct emphasizes the mediating role of the unemployment rate in connecting entrepreneurship education, family experience, and students' entrepreneurial intentions. Unemployment is considered to play a central role in directing students to consider entrepreneurial opportunities as a response to the limitations of conventional job opportunities (Padi & Musah, 2022). In other words, the unemployment rate is expected to mediate and explain the extent to which the relationship between entrepreneurship education and family experience with students' entrepreneurial intentions can occur. Therefore, this research also aims to contribute to entrepreneurship literature by analyzing the relationship between various factors influencing entrepreneurial intentions among students. The findings are expected to inform education policies and program development to foster entrepreneurship among students. Questionnaires are distributed to students in Bandung City to ensure thorough and reliable results. Additionally, the study introduces relevant entrepreneurship theories to enhance existing knowledge in the field. Overall, the research provides a focused framework for empirical testing and ongoing contributions to entrepreneurship education.

Research Method

The method described in the statement is quantitative research. Quantitative research involves the collection and analysis of numerical data to understand phenomena, relationships, or patterns. It typically employs statistical techniques to analyze the data and draw conclusions. In this case, the aim is to gather numeric and statistical data to meet scientific standards, emphasizing empirical, objective, measurable, rational, and methodical features (Igwenagu, 2016). The research focuses on exogenous variables, namely entrepreneurship education and family business experience, a mediating variable in the form of the unemployment rate, and an endogenous variable, which is students' entrepreneurial intentions. The choice of a quantitative approach is based on the consideration that in Entrepreneurship Theory, Social Learning Theory, and Hidden Unemployment Theory, entrepreneurship is emphasized as a key factor in identifying business opportunities, developing entrepreneurial skills, and focusing on opportunity-based education. This study is conducted in Bandung City with the belief that this framework can help students in the city enhance their interest in entrepreneurship, laying the foundation for success as entrepreneurs.

Students are becoming more cognizant of the significance of adjusting to the progressions in business concepts and effectively addressing them, such as engaging in e-

commerce to improve performance and get a competitive edge. This viewpoint is obtained by utilising primary predictor constructs that encompass distinct criteria, such as gender, academic year, and students' majors/programs of study. The location in Bandung is an additional criterion due to the lack of research related to entrepreneurship education, the family's role, and the phenomenon of the unemployment rate in the city. This research is conducted to avoid biases and enrich entrepreneurship knowledge, as well as to prove that education can enhance students' critical thinking abilities in capturing modern business opportunities. We also intend to demonstrate that improved business insights through learning can transform students' thinking, making them more advanced in responding to changes and more flexible in identifying opportunities.

Although the total population of students in Tasikmalaya is unknown, this research employs the Non-Probability Sampling technique, specifically Purposive Sampling, to determine the research sample. Sampling is done by considering specific characteristics, such as students from the academic years 2020-2023 who have taken entrepreneurship course materials and are active in campus entrepreneurship organizations. An online survey using the Likert scale is conducted on 100 university students in Bandung from November to December 2023. Data analysis utilizes the SEM-PLS statistical method with the assistance of SmartPLS 3.2 software, involving the evaluation of convergent validity, discriminant validity, reliability, R-square, Q-square, and hypothesis testing.

Table 1. Characteristics of the Respondents

Demographic		Frequency	Percentage
Institution	Institut Teknologi Bandung	27	27%
	Univ Pendidikan Indonesia	8	8%
	Universitas Telkom	15	15%
	Universitas Komputer Indonesia	11	11%
	Universitas Pasundan	39	39%
	Total	100	100%
Year Class	2020	9	9%
	2021	31	31%
	2022	48	48%
	2023	12	12%
	Total	100	100%
Gender	Male	55	55%
	Female	45	45%
	Total	100	100%
Age	17-23 years	100	100%
	24-30 years	0	0%
	31-37 years	0	0%
	>37 years	0	0%
	Total	100	100%
Subject	Business Administration	36	36%
	Public Administration	10	10%
	Entrepreneurship	22	22%
	Accounting	4	4%
	Management	22	22%
	Business Management Edu	6	6%
Location	Bandung	100	100%

The data in Table 1 presents the profile characteristics of the 100 respondents selected as research subjects. Among the total respondents, 55 were identified as male participants, while 45 were identified as female participants. In the context of the year of university enrollment, the distribution of respondents shows that 9 of them started their studies in 2020, 31 in 2021, 48 in 2022, and 12 in 2023. These respondents represent various study programs,



with 36 individuals from the business administration program, 10 from the public administration program, 22 from the entrepreneurship program, 4 from the accounting program, 22 from the management program, and the remaining 6 from the business management education program. Regarding the campus location, all respondents, totaling 100 individuals, come from a campus located in Bandung City. This illustrates that the research adheres to the criteria related to the study sample.

Results and Discussion

Outer Model

By applying convergent validity, discriminant validity tests, and reliability tests, this research illustrates the initial stage of SEM-PLS analysis, namely the outer model testing.

Convergent Validity

The concept posits that there ought to be a robust connection between two or more measures of constructs (indicators). Based on the factor loading values exceeding 0.70 for each important manifestation variable of the concept (Hair et al., 2011), the convergent validity test conducted using SmartPLS 3.2.9 confirms the legitimacy of reflective indicators. The factor loading values of all construct indicators reported in Table 2 surpass 0.70, indicating their legitimacy and convergent validity, as demonstrated by the research findings.

Discriminant Validity

The measurement is obtained by dividing the correlation between constructs by the square root of the Average Variance Extracted (AVE). As per the criteria for discriminant validity (Hair et al., 2011), an instrument is deemed valid if the squared average variance extracted (AVE) value is greater than the correlation value between constructs. The data shown in Table 3 confirms the accuracy and reliability of this model.

Table 2. Measurement Model Analysis

Variable	Item	Factor Loading	Cronbach's Alpha	Composite Reliability	AVE				
Entrepreneurship Education (X1)	X1.1	0,799	0,892	0,844	0,618				
	X1.2	0,807							
	X2.1	0,727							
	X2.2	0,812							
Family Experience (X2)	X2.3	0,746	0,810	0,863	0,676				
	X2.4	0,723							
	M1.1	0,740							
	M1.2	0,811							
Unemployment Rate (M1)	M1.3	0,895	0,827	0,842	0,662				
	M1.4	0,846							
	Student's Entrepreneurial Intention (Y1)	Y1.1				0,888	0,842	0,877	0,633
		Y1.2				0,877			
Y1.3		0,782							
Y1.4		0,809							

Table 3. Discriminant Validity

Var/Ind	X1	X2	M1	Y1
X1.1	0,783	0,521	0,522	0,432
X1.2	0,801	0,438	0,502	0,458
X2.1	0,515	0,786	0,681	0,601
X2.2	0,533	0,811	0,667	0,686
X2.3	0,503	0,703	0,552	0,441
X2.4	0,523	0,794	0,519	0,639
M1.1	0,619	0,519	0,819	0,436
M1.2	0,426	0,522	0,888	0,404
M1.3	0,593	0,440	0,719	0,599

Var/Ind	X1	X2	M1	Y1
M1.4	0,513	0,701	0,876	0,439
Y1.1	0,689	0,672	0,447	0,775
Y1.2	0,422	0,684	0,679	0,834
Y1.3	0,419	0,596	0,560	0,812
Y1.4	0,593	0,577	0,544	0,809

Inner Model

This study demonstrates the procedural steps involved in Structural Equation Modeling with Partial Least Squares (SEM-PLS) analysis, emphasizing the evaluation of the inner model through the examination of R-squared, Q-squared, and hypothesis testing.

R-Square

The application of the R-square metric is employed to ascertain the extent of contribution from exogenous constructs to endogenous constructs. The outcomes of the R-square analysis are succinctly presented in Table 4 below. The first R-square value indicates 0.529. Therefore, the entrepreneurship education and family experience variables can account for as much as 52.9% of the variability in the unemployment variable, while the remaining 47.1% is attributed to the contributions of other factors not expounded upon within the scope of this study. Meanwhile, the second R-Square value reaches 0.612. This signifies that the variables of entrepreneurship education, family experience, and unemployment level collectively can explain approximately 61.2% of the variation in students' entrepreneurial intention, with the remaining 38.8% attributed to other factors beyond the purview of this research framework. With an R² (R-squared) value greater than 0.50, SEM models are deemed moderate-strong (Hair et al., 2011).

Q² Predictive Relevance

The utilization of Q² serves as a diagnostic measure for validating the underlying structure, specifically focusing on Predictive Relevance. Models attain an acceptable level of adequacy and predictability when Q² surpasses zero, as posited by (Hair et al., 2011). The formula governing the calculation of Q² is articulated as follows:

$$Q^2 = 1 - (1 - R1^2) \times (1 - R2^2)$$

$$Q^2 = 1 - (1 - 0,529) \times (1 - 0,612)$$

$$Q^2 = 1 - (0,471) \times (0,388)$$

$$Q^2 = 1 - 0,182988$$

$$Q^2 = 0,817012$$

The computed Q² exhibits a numerical value of 0.817. The assessment of model performance and estimation parameter efficacy can be conducted by scrutinizing the Q² value, as elucidated by (Hair et al., 2011).

Hypothesis Testing

The proposition is posited to demonstrate a positive correlation when the path coefficient exceeds 0.1 and attains statistical significance at a P-value below 0.05 or a T-value exceeding 1.96, as stipulated by (Hair et al., 2011) and (Ausat & Peirisal, 2021). The outcomes of the hypothesis testing are presented in Table 5 below.

Table 4. R-Square Test

No	Variable	R-Square
1	M1	0,529
2	Y1	0,612

Table 5. Hypothesis Testing Results

Hypothesis	Path Coefficient	T-Value	P-Value	Result
X1->Y1	0,237	5,269	0,005	Positive Significant
X2->Y1	0,628	6,578	0,000	Positive Significant
X1->M1->Y1	0,295	2,657	0,001	Positive Significant



X2->M1->Y1	0,283	2,431	0,005	Positive Significant
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Students' ambitions to start their own businesses are positively and significantly affected by entrepreneurship education, as shown in Table 5. This proves that the first hypothesis is correct. This confirms what has been found in other studies (Dey et al., 2023), which came to similar conclusions. This argument is based on the entrepreneurship theory, which argues that people don't become entrepreneurs because they're unhappy in their jobs or want more freedom; rather, they do it because they see opportunities. The following is a rundown of the philosophy behind entrepreneurship and how entrepreneurship education can help shape students' aspirations to start their own businesses.

The entrepreneurial dimension significantly shapes students' interest in entrepreneurship, driven by their ability to spot market needs, innovate, and align opportunities with their skills and passions (Harackiewicz et al., 2016). Educational institutions play a vital role in fostering this interest and skill development, contributing positively to the entrepreneurial ecosystem. Additionally, the skills dimension, encompassing creativity, managerial, communication, financial acumen, networking, problem-solving, technology adoption, and emotional resilience, further influences students' inclination towards entrepreneurship (Chen et al., 2019). Integrating these skills forms a robust foundation for students to cultivate entrepreneurial aptitude, fostering an environment supportive of entrepreneurial growth and encouraging them to take on independent business roles.

Furthermore, as demonstrated in the aforementioned fifth table, family experience exerts a positive and significant influence on the entrepreneurial intentions of students. Put differently, the acceptance of the second hypothesis is confirmed. These research findings align with earlier studies that reported similar conclusions (Tantono et al., 2022). Within this context, the rationale is grounded in the perspective of Social Learning Theory, emphasizing the role of the family in molding the entrepreneurial interests and attitudes of students. The subsequent elucidation delves into the four concepts within Social Learning Theory and elucidates how creativity contributes to the entrepreneurial intentions of students.

According to the Social Learning Theory, family plays a crucial role in shaping students' entrepreneurial interest through four key dimensions: Family Role Model, Imitation and Learning, Support and Social Influence, and Positive Reinforcement. Family involvement in business activities can stimulate students' interest in entrepreneurship, as they tend to imitate behaviors and attitudes observed within their family environment (Gunarso & Selamat, 2020). Moreover, students acquire entrepreneurial skills and knowledge through imitating family business practices. The social environment within the family establishes norms and values that either support or deter entrepreneurial interests (Addi-Racciah et al., 2018). Positive reinforcement, such as recognition for achievements in family business, boosts students' confidence and motivates them to pursue entrepreneurship. Thus, these interconnected dimensions create a conducive social learning environment, fostering students' entrepreneurial spirit and interest.

Further findings from this research indicate that the phenomenon of the unemployment rate acts as a mediator in the relationship between entrepreneurship education and entrepreneurial intentions. In other words, entrepreneurship education can provide skills and understanding to individuals, reducing the unemployment rate by empowering them to create their job opportunities (Alisyahbana et al., 2023). Therefore, through entrepreneurship education, individuals can develop an intention to become entrepreneurs as an alternative to addressing the challenges of unemployment.



In the Hidden Unemployment Theory framework, Entrepreneurial Opportunity and Creativity significantly influence students' interest in entrepreneurship. Students see entrepreneurship as a way to tackle hidden unemployment, offering more control over their careers and opening up independent job prospects. Recognizing these opportunities motivates students to engage in business activities. Creativity emphasizes the importance of generating new ideas and innovative solutions to unemployment challenges. Encouraging a creative approach empowers students to identify entrepreneurial opportunities, reducing unemployment while fostering their entrepreneurial potential. Integrating Entrepreneurial Opportunity and Creativity encourages students to view entrepreneurship as a proactive solution to hidden unemployment, fostering job creation and leveraging creativity to address these challenges (Sartono et al., 2023).

The last hypothesis suggests that the unemployment rate plays a significant role in linking family business experience to students' interest in entrepreneurship. Students with family business background may be more inclined towards entrepreneurship due to uncertain job market conditions. This mediation process connects family business experience to entrepreneurial intentions. According to the Hidden Unemployment Theory, students' perceptions of the job market and desire for economic self-reliance greatly influence their interest in entrepreneurship. Uncertain job prospects and the drive for financial independence motivate students to explore entrepreneurship as an alternative. This integration of market assessment and self-reliance fosters a strong motivation for students to pursue entrepreneurship despite limited formal job opportunities.

Conclusion

The research concludes that entrepreneurship education significantly boosts students' entrepreneurial intentions, supporting the first hypothesis. It emphasizes the importance of identifying business opportunities aligned with personal skills and passion, along with developing entrepreneurial skills. Educational institutions play a vital role in fostering students' entrepreneurial interests and abilities. Family experience also positively influences entrepreneurial intentions, as per the second hypothesis, with Social Learning Theory highlighting the role of family models, social support, and learning. Furthermore, the unemployment rate serves as a mediator, linking entrepreneurship education and family experience to entrepreneurial intentions. This research underscores the significance of entrepreneurship education, family background, and economic factors in shaping students' entrepreneurial aspirations.

Recommendation

To enhance the effectiveness of entrepreneurship education, it is recommended that a curriculum be developed that is more focused on the opportunity dimension, entrepreneurial skills, and the integration of family business experience. Active collaboration with industries is also considered crucial to enrich students' experiences and align the curriculum with the needs of the job market. Continuous training for educators is deemed necessary to ensure innovative teaching in line with the development of entrepreneurship theory. Additionally, this research has positive implications for improving economic self-reliance through reducing unemployment rates, creating self-employment opportunities, and increasing student motivation to choose the entrepreneurial path.

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