

Do Entrepreneurship Education and Family Experience Promote Student's Entrepreneurial Intention? The Mediating Role of Unemployment Rate

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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

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. The participants consisted of 100 university students in Bandung City, Indonesia, who were 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, reduce the unemployment rate, and motivate students to pursue entrepreneurial paths.

Article History

Key Words:

Entrepreneurship Education;
Family Experience;
Student's entrepreneurial
Intentions;
Unemployment Rate;
Social Learning Theory;
Hidden Unemployment
Theory.

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.

Not only entrepreneurship education can have a positive or negative impact on students' entrepreneurial intentions. Family factors also result in variability when tested regarding their contribution to the increase in students' entrepreneurial intentions. (Mawardi & Sahputri, 2022) examined the effect of family entrepreneurship on entrepreneurial intentions in Indonesia and found that students with a family background oriented and experienced in entrepreneurship have a higher desire to become entrepreneurs. This condition is due to the positive influence of values, knowledge, and support received from that family environment. Family involvement in

the entrepreneurial world creates a positive role model that motivates students to pursue entrepreneurial paths and equips them with the practical understanding and support needed to develop entrepreneurial intentions (Georgescu & Herman, 2020). However, this study is inconsistent with research findings that reveal that the role of family entrepreneurship experience does not significantly affect students' entrepreneurial intentions (Muksan et al., 2022). Family entrepreneurship experience may not significantly influence students' entrepreneurial intentions because other factors such as personal interest, formal education, and personal experiences can also play a crucial role in shaping entrepreneurial intentions. Furthermore, individuality and differences among students may make the impact of the family entrepreneurship experience less uniform, thus not always resulting in a significant impact on their entrepreneurial intentions.

Building upon the earlier discussed research, discrepancies in findings persist, highlighting a gap that warrants further investigation using diverse subjects and samples. This necessitates a fresh perspective in the current research, adding to its originality. Focusing on the localized context of Bandung City, West Java, where this study is situated, the exploration of family business experiences, entrepreneurship education, and the mediating influence of the unemployment phenomenon on students' entrepreneurial intentions becomes particularly intriguing and relevant. The entrepreneurial phenomenon among students in Bandung City reflects a strong dynamic in the local business ecosystem. As a center for academic and creative activities, universities in Bandung City play a central role in encouraging students to engage in various entrepreneurial initiatives, covering significant sectors such as design, fashion, and culinary. Active support from universities, involving the organization of entrepreneurship programs and the provision of supporting facilities, provides a solid foundation for students to actualize their business ideas. Close collaboration between students and players in the creative industry in Bandung City stimulates the creation of innovative products and services. Although high creativity is a major driving force, students also face various challenges, including the need for capital, time management, and family support. Nevertheless, the collaborative spirit and unity in overcoming these obstacles shape a strong and competitive entrepreneurial community in Bandung City. Therefore, it is crucial to conduct further research and refer to local sources such as academic studies and other relevant resources to obtain up-to-date and more detailed information about the reality of entrepreneurship education, family backgrounds, and student initiatives in addressing the reality of graduate unemployment in Bandung City. Considering this urgency, there are still very few academics researching similar topics in Bandung City.

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. ¹¹

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, including:

1. *Entrepreneurship Opportunity as an Alternative*: Students who are aware of hidden unemployment may see entrepreneurship as an alternative to creating their 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. ¹²

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, through an in-depth analysis of this complex relationship, this research aims to make a significant contribution to the entrepreneurship literature and deepen the understanding of factors shaping entrepreneurial intentions among students. Thus, it is anticipated that the findings of this research will provide valuable insights for the formulation of education policies and the development of programs that encourage entrepreneurship spirit among students. Therefore, to respond to the questions and curiosity underlying this research, the study is conducted through the distribution of questionnaires to students in Bandung City, with selection based on specific criteria. This approach is taken to ensure a profound understanding and consistent, valid research results. Furthermore, this research seeks to introduce relevant entrepreneurship theories, including Entrepreneurship Theory, Social Learning Theory, and Hidden Unemployment Theory, to contribute to the literature if there are unique or unexpected findings in the field. This is expected to maintain the relevance and development of existing theories. Substantially, the main rationale of this research is to provide a focused, directional, and robust framework that allows for empirical testing and continuous contributions to knowledge in the field of entrepreneurship education.

Research Method

This research use a quantitative methodology to collect numerical and statistical data in accordance with scientific criteria that emphasise empirical, objective, measurable, logical, and systematic qualities (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 perspective helps students become innovative, contribute to economic growth, and develop an entrepreneurial spirit to face business dynamics. We believe that entrepreneurship education and family business experience positively influence students' entrepreneurial intentions, with the unemployment rate playing a mediating role in this relationship. 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.

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.

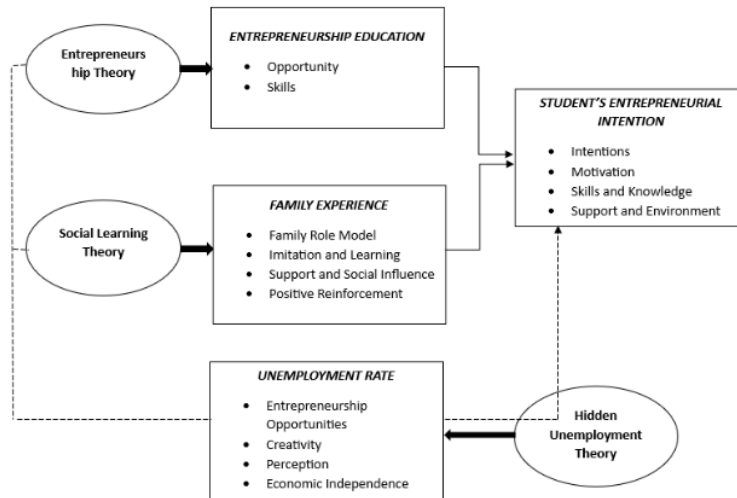


Figure 1. Research Framework

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%
	Business Administration	36	36%

Subject	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. These findings indicate that students in the business administration program tend to have a higher interest in entrepreneurship during entrepreneurship education and an increased level of creativity. 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.

Result 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			
Family Experience (X2)	X2.2	0,812	0,810	0,863	0,676
	X2.3	0,746			
	X2.4	0,723			
Unemployment Rate (M1)	M1.1	0,740	0,827	0,842	0,662
	M1.2	0,811			
	M1.3	0,895			
	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

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Table 3. Discriminant Validity

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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
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

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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 5 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:

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

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

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

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

$$Q2 = 0,817012$$

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

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; Liu et al., 2022), 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 opportunity dimension in entrepreneurship theory significantly influences students' entrepreneurial interests. Identifying business opportunities, especially the capacity to observe market needs, identify market gaps, or address problems through innovation, becomes a central factor driving students' participation in the entrepreneurial world. Additionally, the relevance between emerging opportunities and students' skills and passion is also a crucial contributor, considering that opportunities aligned with their interests and knowledge are more likely to attract attention (Harackiewicz et al., 2016). Therefore, educational institutions can successfully motivate students to develop entrepreneurial interests and skills, potentially making a positive contribution to the development of the entrepreneurial ecosystem in society. Furthermore, in the context of entrepreneurship theory, the skills dimension involves a set of competencies that can substantially influence students' interest in participating in entrepreneurial activities. Creativity and innovation, managerial, communication, financial, networking, problem-solving, technology adoption, and emotional resilience are several skill aspects that have the potential to stimulate interest in developing independent ventures (Chen et al., 2019). The integration of these skills forms a solid foundation for students to develop entrepreneurial attractiveness and skills, creating an environment that supports the growth of entrepreneurial spirit and provides encouragement for them to adopt roles as independent business actors.

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 (Budiyono & Setyawasih, 2018; 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.

In the framework of the Social Learning Theory, the four dimensions comprising the Family Role Model, Imitation and Learning, Support and Social Influence, and Positive Reinforcement are interrelated and have a significant impact on students' entrepreneurial interest. Particularly, students, as individuals in their academic development stage, tend to

observe and imitate behaviors and attitudes acquired from the family environment. If family members are involved in business activities, it can trigger entrepreneurial interest in students (Gunarso & Selamat, 2020). Additionally, this process of imitation provides an opportunity for students to acquire entrepreneurial skills and knowledge adopted from family business practices. In this context, the social environment within the family shapes norms and values that may support or oppose students' entrepreneurial interests. Students' decisions to engage in the business world can be influenced by the norms and values built within the family environment (Addi-Raccah et al., 2018). Positive reinforcement, such as achievements in family business or other positive accomplishments through family experiences, plays a crucial role in shaping students' confidence and interest to pursue the entrepreneurial path. Therefore, the dynamic interaction between these four dimensions forms a strong social learning environment, exerting a positive influence on students' interest and the development of entrepreneurial spirit.

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; Yahya 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 framework of the Hidden Unemployment Theory, the dimensions of Entrepreneurial Opportunity as an Alternative and Creativity have a significant influence on students' entrepreneurial interests. Students perceive entrepreneurship as a promising option to address hidden unemployment by providing greater control over their career direction, simultaneously opening opportunities for independent job opportunities. Awareness of these opportunities motivates students' interest in conducting business activities. Furthermore, the creativity dimension highlights the importance of developing new ideas, innovation, and unique solutions in responding to unemployment challenges. Students are encouraged to face unemployment issues with a creative approach, involving the identification of new entrepreneurial opportunities that not only reduce the unemployment rate but also cultivate interest in optimizing entrepreneurial potential. Through the integration of Entrepreneurial Opportunity as an Alternative and Creativity, students can view entrepreneurship as a proactive response to hidden unemployment problems, creating job opportunities, and tapping into their creativity to respond to these challenges (Sartono et al., 2023).

The results of the last hypothesis indicate that the phenomenon of the unemployment rate acts as a positive and significant mediator in the relationship between family business experience and students' entrepreneurial intentions. When students have family business experience, there is a possibility that they will be more inclined to consider entrepreneurship as an alternative option, given the uncertainty in labor market conditions or high unemployment rates. By critically examining the reality of unemployment, students can identify entrepreneurial opportunities as a potential solution to create independent job opportunities (Yahya et al., 2023). This process can be considered as a mediation that connects the positive influence of family business experience on students' entrepreneurial intentions. In the framework of the Hidden Unemployment Theory, perceptions of the job market and aspirations for economic self-reliance have a significant impact on entrepreneurial interest among students. Students' assessment of labor market conditions and prospects, especially in situations of uncertainty or limited formal job opportunities, can drive their interest in exploring entrepreneurship as a promising alternative. Alongside this, the drive to achieve economic self-reliance, reflecting the desire to create their sources of income and achieve financial autonomy, also can strengthen students' interest in starting their businesses. The integration between the assessment of labor market uncertainty and motivation towards economic self-reliance enables

students to view entrepreneurship as a potential solution to overcome limitations in formal employment, forming a solid motivational foundation to explore and develop their entrepreneurial potential.

Conclusion

The conclusion of the research indicates that entrepreneurship education has a positive and significant impact on students' entrepreneurial intentions, aligning with the first hypothesis. Entrepreneurship theory highlights the importance of the opportunity dimension, where the identification of business opportunities, relevance to individual skills and passion, and the development of entrepreneurial skills can motivate students to engage in the entrepreneurial world. Educational institutions play a crucial role in forming a solid foundation for students to develop entrepreneurial interests and skills. Further findings show that family experience also has a positive and significant impact on students' entrepreneurial intentions, supporting the second hypothesis. The perspective of the Social Learning Theory explains that family role models, imitation and learning, social support, and positive reinforcement within the family shape students' entrepreneurial interests and attitudes. Moreover, the unemployment rate acts as a positive mediator in the relationship between entrepreneurship education and entrepreneurial intentions. Entrepreneurship education empowers individuals to create job opportunities, reduces the unemployment rate, and motivates students to choose the entrepreneurial path. In the context of the Hidden Unemployment Theory, the unemployment rate is also a positive mediator between family business experience and students' entrepreneurial intentions. Family business experience motivates students to consider entrepreneurship as an alternative in the face of uncertainty or high unemployment rates in the job market. Thus, this research confirms the relationship between entrepreneurship education, family experience, the unemployment rate, and students' entrepreneurial intentions, providing an in-depth understanding of factors influencing entrepreneurial interest among students.

Recommendation

To enhance the effectiveness of entrepreneurship education, it is recommended to develop a curriculum 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. It is hoped that entrepreneurship education can make a positive contribution to the entrepreneurship ecosystem by producing individuals capable of identifying opportunities, understanding entrepreneurial skills, and having a strong intention to become entrepreneurs. 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. However, it is essential to note that this research has some limitations to consider. First, the research results may not be directly generalized to a broader population due to specific contexts and unmeasured variables. Second, measurement limitations, such as subjectivity in self-reporting or lack of detail in capturing the complexity of certain concepts, may affect the validity of the results. Finally, the influence of external variables, such as economic conditions or social changes that are not entirely controlled in this research, should also be a significant consideration in interpreting findings. For future research development, it is recommended to address and overcome these limitations to gain a deeper understanding of the contribution of entrepreneurship education to shaping students' entrepreneurial spirit.

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