



Entrepreneurial Intentions Among High School Students in Samarinda City : Influence of Learning Culture, Need for Achievement, and Family Environment Through Self-Efficacy

Umi Fitria^{1*}, Enny Kartini², Surahman³

^{1*,2}Department of Economic Education, Faculty of Social Science Education,
IKIP PGRI Kalimantan Timur, Indonesia.

³Universitas Muhammadiyah Kalimantan Timur, Indonesia.

*Corresponding Author. Email: umifitria@ikippgrikaltim.ac.id

Abstract: This study aims to analyze the effect of learning culture, achievement needs, family environment and self-efficacy on students' entrepreneurial interest. This research was conducted in high schools in Samarinda City. In this study, the method used was quantitative with a survey approach. The population in this study was 1,562 grade XII students in Samarinda City. The sample was taken using a proportional random sampling technique which amounted to 410 respondents. The data collection techniques used were questionnaires, interviews, and documentation. Data analysis used Confirmatory Factor Analysis (CFA). Data were analyzed using descriptive and inferential statistical techniques. The model fit test uses Structural Equation Modeling (SEM) with the LISREL program. Before conducting SEM analysis, validity and reliability tests were conducted to ensure that the measurement instruments used were of good quality. A normality test was also conducted to ensure that the data obtained met the assumptions required for SEM analysis. The results of this study are: (1) Need for achievement and family environment have a positive and significant effect on entrepreneurial interest, while the learning culture and self-efficacy do not affect entrepreneurial interest. (2) Learning culture, need for achievement and family environment affect self-efficacy. (3) Learning culture, need for achievement and family environment do not affect entrepreneurial interest through self-efficacy. Therefore, it is important for schools and parents to create an environment that supports and encourages students to pursue entrepreneurship. Schools can develop a curriculum that is more integrated with entrepreneurial practices, while parents can provide the necessary support to help their children pursue their dreams.

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Introduction

In the era of globalization and rapid technological development, entrepreneurship is one of the important pillars of economic development and job creation (Adenutsi, 2023; Lei, 2023; Xin & Park, 2024). In Indonesia, interest in entrepreneurship among the younger generation is getting more attention, especially as an effort to overcome unemployment and increase innovation. Entrepreneurial interest can be influenced by various factors, one of which is learning culture (Antônio Porfirio et al., 2023; Kayed et al., 2022). Learning culture refers to the attitudes and habits of individuals in the learning process that influence how they absorb information and skills.

In the context of education, a positive learning culture can shape characters and attitudes that support entrepreneurial tendencies. Individuals with a positive learning culture



tend to have higher motivation to start a business (Mawar & Nawawi, 2023). A supportive learning culture, such as support from the educational environment and relevant learning experiences, can increase individuals' readiness to face entrepreneurial challenges (Boldureanu et al., 2020). Educational support, including in-and out-of-class activities, positively impacts high school students' entrepreneurial interest (Famila et al., 2021). Students involved in entrepreneurship programs in schools show an increase in entrepreneurial interest of up to 30% compared to students who are not involved (Sadewo et al., 2018).

One important factor that influences entrepreneurial interest is the need for achievement. Individuals with high levels of need for achievement tend to have greater motivation to pursue goals, take risks, and face challenges associated with entrepreneurship. Students who are exposed to environments that foster the need for achievement, such as business competitions at school (Gao & Qin, 2022) or entrepreneurship programs show increased interest in entrepreneurship (Boldureanu et al., 2020).

In addition to the previously mentioned factors, the family environment, especially parents, plays a crucial role in shaping entrepreneurial interest (Cardella et al., 2020; Romani et al., 2022). Children who grow up in families with members who are active in business tend to be more interested and more confident to start their own businesses (Ramadhani & LV, 2025; Syahira et al., 2024). However, not all students have a supportive family environment. Some students may come from families that prefer conventional career paths, which may inhibit their interest in entrepreneurship (Z. Ahmad & Naim, 2024).

Self-efficacy, or an individual's belief in his or her ability to achieve goals, serves as a bridge between learning culture, need for achievement, and family environment with entrepreneurial interest. High self-efficacy can increase one's confidence in taking risks and facing challenges, which are important aspects of entrepreneurship (Masnun et al., 2023). Recent studies confirm that individuals with high self-efficacy are more likely to show greater interest in entrepreneurship (Shukla & Kumar, 2024) and are likely to become successful entrepreneurs in the future (Gonzalez-Tamayo et al., 2024).

The current research gap shows that although many studies have been conducted on the factors that influence entrepreneurship, there are still few that specifically examine local contexts such as Samarinda City, especially among high school students. Most previous studies focus more on macroeconomic factors or government policies without paying attention to the social and cultural dynamics that exist at the individual level. The novelty of this study lies in the holistic approach that integrates learning culture, achievement needs, and family environment in the context of self-efficacy as a mediator. This study uses a more contextual approach by taking a location in Samarinda City, which has unique social and cultural characteristics. The novelty of this study lies in the use of the Structural Equation Modeling (SEM) approach to analyze the data, which allows researchers to test the relationship model between variables simultaneously. The purpose of this study is to examine in-depth the influence of learning culture, achievement needs, and family environment on the entrepreneurial intention of high school students in Samarinda City. This study also aims to identify the role of self-efficacy as a mediator in the relationship between these variables.

Research Method

This research is an explanatory study that uses a quantitative approach with a survey method. The independent variables in this study are learning culture, need for achievement, and family environment; entrepreneurial interest as the dependent variable; and self-efficacy as the mediating variable (intervening). This study was conducted in senior high schools



(SMA) in Samarinda City, including SMA Negeri 3, SMA Negeri 4, SMA Negeri 8, SMA Negeri 14, and SMA Negeri 16. The population of this study was class XII students totaling 1,562 students. Sampling of the study used a proportional random sampling (Kiran et al., 2021; Senaweera et al., 2021). The number of samples in this study were 410 respondents who were determined using the Slovin formula.

Data were collected from questionnaires given to respondents by giving them directly on paper. Alternative answers were adjusted to the Likert Scale, and made into four alternative answers. Each answer was given a score between 1 and 4 which can be explained as follows: Score 4 for the answer Always (SL), Score 3 for the answer Often (SR), Score 2 for the answer Rarely (JR), and Score 1 for the answer Never (TP), the consideration for using 4 categories is that this can limit the variability of responses and reduce the ability to detect differences in attitudes that are not too noticeable.

Table 1. Validity Test of Research Instruments

KMO and Bartlett's Test		Learning Culture (BB)	Need for Achievement (NA)	Family Environment (LK)	Self-Efficacy (ED)	Entrepreneurial Interest (MB)
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0,739	0,617	0,679	0,643	0,635
Bartlett's Test of Sphericity	Approx. Chi-Square	42,525	61,366	86,586	46,519	46,519
	Df	21	15	15	15	15
	Sig	0,004	0,000	0,000	0,000	0,000

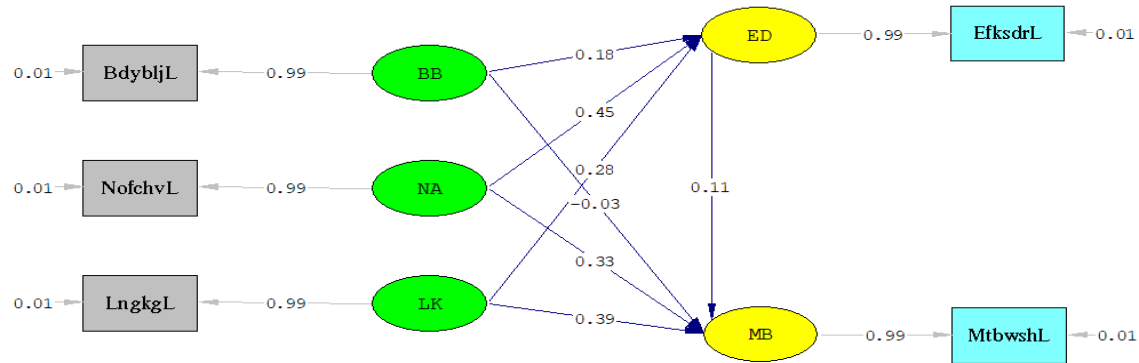
The validity test of the research instrument was with construct validity. The basis for making decisions for this validity test is paying attention to the Kaiser-Meyer-Olkin (KMO) value. The questionnaire items are declared valid if the Measure of Sampling Adequacy (MSA) value > 0.50

Table 2. Reliability Test of Research Instruments

Latent Variabel	\sumSLF	Construct Reliability (CR)	Critical Loading Factor	Decision
Learning Culture (BB)	3,66	0,86	0,7	Reliable
Need for Achievement (NA)	3,87	0,88	0,7	Reliable
Family Environment (LK)	4,58	0,89	0,7	Reliable
Self-efficacy (ED)	4,37	0,87	0,7	Reliable
Entrepreneurial Interest (MB)	3,39	0,81	0,7	Reliable

The data were analyzed using quantitative descriptive and SEM analysis. The stages of SEM analysis were through five stages (Latan & Ramli, 2013), namely: 1) model specification; 2) model identification; 3) model estimation; 4) model evaluation; 5) model modification or re-specification.

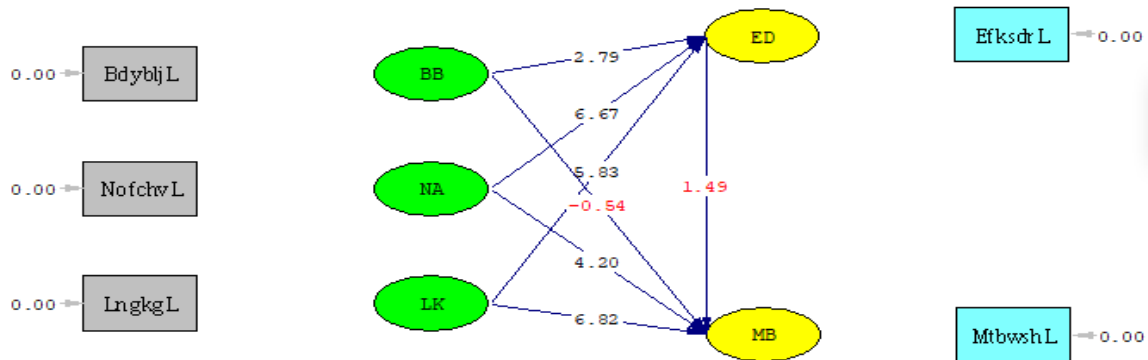
Results and Discussion



Chi-Square=0.00, df=0, P-value=1.00000, RMSEA=0.000

Figure 1. Research Structural Model Test Results (Standard Coefficient)

Information: BB = Learning Culture; NA = Need for Achievement;
LK = Family Environment, ED = Self-efficacy, MB = Entrepreneurial Interest



Chi-Square=0.00, df=0, P-value=1.00000, RMSEA=0.000

Figure 2. Research Structural Model Test Results (t value)

Table 3. Results of Structural Model Test / Research Hypothesis Test

Description	Relationship Between Variables	Value t count	Standardized Coefficient			Hypothesis Test Conclusion
			Direct Effect	Indirect Effect	Total Effect	
Hypothesis 1	There is a positive direct relationship between latent variables BB and MB	-0.54	-0.03	-	-0.03	H1 is rejected because the <i>absolute t</i> value ≤ 1.96 with a positive correlation between latent variables.
Hypothesis 2	There is a positive direct relationship between latent variables NA and MB	4.20	0.33	-	0.33	H2 is accepted because the <i>absolute t</i> value ≥ 1.96 with a positive correlation between latent variables.
Hypothesis 3	There is a positive direct	6.82	0.39	-	0.39	H3 is accepted because the



	relationship between latent variables LK and MB					<i>absolute t value</i> ≥ 1.96 with a positive correlation between latent variables.
Hypothesis 4	There is a positive direct relationship between latent variables BB and ED	2.79	0.18	-	0.39	H4 is accepted because the <i>absolute t value</i> ≥ 1.96 with a positive correlation between latent variables.
Hypothesis 5	There is a positive direct relationship between latent variables NA and ED	6.67	0.45	-	0.45	H5 is accepted because the <i>absolute t value</i> ≥ 1.96 with a positive correlation between latent variables.
Hypothesis 6	There is a positive direct relationship between latent variables LK and ED	5.83	0.28	-	0.28	H6 is accepted because the <i>absolute t value</i> ≥ 1.96 with a positive correlation between latent variables.
Hypothesis 7	There is a positive direct relationship between latent variables ED and MB	1.49	0.11	-	0.11	H7 is rejected because the <i>absolute t value</i> ≤ 1.96 with a positive correlation between latent variables.
Hypothesis 8	There is an indirect relationship between BB and MB variables through the intervening variable ED	-	0.03	0.0198	0.0498	H8 is rejected because the <i>absolute value of the indirect effect</i> (0.0198) < direct effect (0.03)
Hypothesis 9	There is an indirect relationship between NA and MB variables through the intervening variable ED	-	0.33	0.0495	0.3795	H9 is rejected because the <i>absolute value of indirect effect</i> (0.0495) < direct effect (0.33)
Hypothesis 10	There is an indirect relationship between LK and MB variables through the	-	0.39	0.0308	0.4208	H10 is rejected because the <i>absolute value of indirect effect</i> (0.0308) < direct



intervening variable
ED

effect (0.39)

*) Note: out of 10 hypotheses, 5 hypotheses were accepted and 5 hypotheses were rejected.

The direct effect of learning culture on interest in entrepreneurship.

H1 is rejected because the calculated t value $(0.54) \leq 1.96$, so it can be concluded that the learning culture does not have a positive and significant effect on entrepreneurial interest. Learning culture can include the way individuals view education, motivation to learn, and the desire to apply knowledge in real practice. A supportive learning culture and an inclusive educational environment can increase entrepreneurial interest (Agustia et al., 2023). A supportive learning culture, such as support from the educational environment and relevant learning experiences, can increase individual readiness to face entrepreneurial challenges (Auna, 2022). In certain cultural contexts, values that emphasize job security and stability may be stronger than entrepreneurial values, reducing the influence of learning culture on entrepreneurial interest. If individuals have a negative perception of the risks of entrepreneurship, then even if they have a good learning culture, this will not increase their interest in entrepreneurship. Not all individuals who have a strong learning culture automatically have an interest in entrepreneurship. This is due to various factors, including personal experience, family support and market conditions. While a learning culture can contribute to increased knowledge and skills, interest in starting a business is also influenced by other external and internal factors (Radito et al., 2024) suggesting that while a good learning culture can support skills development, it is not always directly proportional to increased interest in entrepreneurship. Overall, although learning culture can provide a foundation for the formation of entrepreneurial attitudes and values, it does not necessarily affect entrepreneurial interest directly. External factors, practical experience, psychological support, and flexibility in education play a greater role in shaping entrepreneurial interest.

The direct effect of need for achievement on entrepreneurial interest.

H2 is accepted because the calculated t value $(4.20) \geq 1.96$ with a positive correlation between latent variables, so it can be concluded that need for achievement has a positive and significant effect on entrepreneurial interest. Individuals with high levels of need for achievement tend to have greater motivation to pursue goals, take risks, and face challenges associated with entrepreneurship. Individuals with a high need for achievement are more likely to start new ventures and persist in the face of business challenges (Talukder et al., 2024). Generation Z who are in schools and colleges sometimes feel that they do not have entrepreneurial experience so they are still not confident in pursuing achievement needs through entrepreneurial activities. Based on the discussion above, it can be concluded that the higher a person's need for achievement, the higher the interest in entrepreneurship.

The direct effect of family environment on entrepreneurial interest.

H3 is accepted because the calculated t value $(6.82) \geq 1.96$ with a positive correlation between latent variables, so it can be concluded that the family environment has a positive and significant effect on entrepreneurial interest. The family environment, as the first social unit to influence individuals, has a significant role in shaping interests and attitudes towards entrepreneurship. Experiences and values received early can influence a person's decision and interest in choosing a career path, including entrepreneurship. Families that support, provide resources, and set positive examples can often encourage individuals to pursue their interest in entrepreneurship (Shi et al., 2020). Based on these results, it can be concluded that the family environment will foster entrepreneurial interest, although there are also research results that suggest that there is no significant effect of parents' socioeconomic status on entrepreneurial intention (D. R. Sari et al., 2021).



The direct effect of learning culture on self-efficacy.

H4 is accepted because the calculated t value $(2.79) \geq 1.96$ with a positive correlation between latent variables, so it can be concluded that learning culture has a positive and significant effect on self-efficacy. Learning culture has a positive effect on student self-efficacy (Ma et al., 2024). School culture has an indirect effect on learning outcomes through student self-efficacy (F. Ahmad et al., 2023). A positive and supportive learning culture can increase individual self-efficacy in a variety of ways. First, a culture that supports collaborative learning can increase individuals' self-efficacy as they feel supported by peers and teachers. Second, a culture that values effort and learning progress, not just the end result, can help individuals to stay motivated even in the face of failure or difficulty.

The direct effect of need for achievement on self-efficacy.

H5 is accepted because the calculated t value $(6.67) \geq 1.96$ with a positive correlation between latent variables, so it can be concluded that need for achievement has a positive and significant effect on self-efficacy. Students who have a need for achievement will have high self-efficacy to achieve proud academic achievements. Individuals with high levels of need for achievement tend to have strong motivation to face and overcome difficulties, set high standards, and work hard to achieve their goals (S. Damayanti, 2023). The higher the need for achievement, the higher the self-efficacy in a person and vice versa. Individuals who have a strong drive for achievement tend to have a high level of confidence in their ability to overcome challenges and achieve goals. Therefore, increasing the need for achievement can be one way to strengthen individuals' self-efficacy, which in turn can improve their performance and achievements in various aspects of life.

The direct effect of family environment on self-efficacy.

H6 is accepted because the calculated t value $(5.83) \geq 1.96$ with a positive correlation between latent variables, so it can be concluded that the family environment has a positive and significant effect on self-efficacy. Family influence is positively correlated with self-efficacy and career decision making (Koçak et al., 2021). A good family environment in this case parenting will affect children's self-efficacy, where authoritarian parenting is the parenting pattern that has the most positive influence on self-efficacy. Students born in urban areas, students with higher family economic income, and students with better academic achievement have higher levels of academic self-efficacy and self-identity, as well as better family and school psychological environments (Shi & Ko, 2023). This means that the better the student's family environment, the higher the student's self-efficacy and vice versa.

The direct effect of self-efficacy on entrepreneurial interest.

H7 is rejected because the calculated t value $(1.49) \leq 1.96$, so it can be concluded that self-efficacy does not have a positive and significant effect on entrepreneurial interest. Self-efficacy, or a person's belief in his ability to succeed in a task, plays a crucial role in the development of entrepreneurial interest. Self-efficacy influences entrepreneurial interest (Prilivia et al., 2023) in several ways, including self-confidence, risk-taking ability, and resilience to failure (Balgiu & Simionescu-Panait, 2024).

Although a large number of studies suggest that self-efficacy has a positive impact on entrepreneurial interest, there are several reasons why this relationship is not always direct. Entrepreneurial interest is a very complex phenomenon, which is influenced by various internal and external factors. Self-efficacy is only one aspect of the whole set of factors that shape a person's interest in entrepreneurship. Sometimes, external factors such as economic conditions, market opportunities, social support, experience, and other individual characteristics play a significant role in shaping the decision to become an entrepreneur.



Indirect influence between learning culture variables on entrepreneurial interest through intervening variables of self-efficacy.

H8 is rejected because the absolute value of the indirect effect (0.0198) < direct effect (0.03), so it can be concluded that learning culture does not affect entrepreneurial interest through the intervening variable of self-efficacy. Individuals with a positive learning culture tend to have higher motivation to start a business. Intrinsic motivation, which is often developed through a positive learning culture, can encourage individuals to pursue entrepreneurial opportunities (Aboobaker et al., 2023). Students who learn in a supportive and challenging environment tend to have higher self-efficacy, leading to greater entrepreneurial interest (Luo et al., 2022; Vivekananth et al., 2023).

The learning culture in a particular environment may not be relevant to an individual's entrepreneurial needs and aspirations. External factors such as economic conditions, access to resources, and government policies can significantly affect entrepreneurial interest, despite a positive learning culture and high self-efficacy. The results of this study indicate that there is no indirect influence between learning culture and entrepreneurial interest through self-efficacy. This is because self-efficacy, although important, is not always directly influenced by learning culture. Other factors such as economic environment, access to resources, and family support may also play a greater role in influencing entrepreneurial interest than self-efficacy alone.

The effect of the indirect relationship between the variable need for achievement on interest in entrepreneurship through the intervening variable of self-efficacy.

H9 is rejected because the absolute value of the indirect effect (0.0495) < direct effect (0.33), so it can be concluded that the need for achievement does not affect entrepreneurial interest through the intervening variable of self-efficacy. Need for achievement has a positive impact on entrepreneurial intention when mediated by self-efficacy behavior (S. Damayanti, 2023). Entrepreneurial intention is influenced by the extent to which a person believes they can succeed in self-employment (Zhou, 2021), which is often influenced by their level of self-efficacy. High self-efficacy can increase one's confidence in taking risks and facing challenges, which are key aspects of entrepreneurship (Pranata et al., 2021). Individuals with high self-efficacy tend to have greater motivation and stronger commitment to starting and managing a business (Widyaningrum et al., 2024).

Although in theory self-efficacy should serve as a mediator between need for achievement and entrepreneurial interest, there are several reasons why no significant effect was found in this study, including other variables that may be more influential on entrepreneurial interest, such as social, cultural, and economic factors that were not taken into account in this study. The external environment, such as social support and access to resources, may play a greater role in influencing entrepreneurial interest than need for achievement and self-efficacy.

The effect of the indirect relationship between family environment variables on entrepreneurial interest through the intervening variable of self-efficacy.

H10 is rejected because the absolute value of the indirect effect (0.0308) < direct effect (0.39), so it can be concluded that the family environment does not affect entrepreneurial interest through the intervening variable of self-efficacy. Research findings reveal that self-efficacy affects entrepreneurial intention (Alfan & Andriansyah, 2022), where family support is an important boundary condition that affects self-efficacy (Situmorang & Rosidah, 2024). Children who grow up in families with members who are active in business tend to be more interested and more confident in starting their own business. Although the family environment has an influence on entrepreneurial interest, the



indirect effect through self-efficacy may not always be clearly realized. This is due to the presence of other factors that are more dominant in influencing entrepreneurial interest, such as economic conditions, education, and employment opportunities that are not directly related to the family environment. Some individuals may not have sufficient awareness or knowledge about entrepreneurship, so that even though the family environment is supportive, interest in entrepreneurship remains low.

Overall, the conceptual implications of the findings suggest that to increase entrepreneurial intention among students, a holistic approach is needed. This includes strengthening the learning culture at schools, understanding and developing achievement needs, and strong support from the family environment. Thus, this study not only provides theoretical insights, but also paves the way for the development of more effective programs in supporting entrepreneurship among the younger generation. From a practical perspective, the results of this study have significant implications for the development of entrepreneurship education programs in schools. For example, mentoring programs involving local entrepreneurs and extracurricular activities such as business competitions or product exhibitions, can be a means to increase students' self-efficacy and encourage them to be more active in entrepreneurship.

Conclusion

The findings of this study can be concluded that need for achievement, family environment, and self-efficacy have a positive and significant effect on entrepreneurial interest, while learning culture does not affect entrepreneurial interest. Learning culture, need for achievement and family environment affect self-efficacy. Learning culture, need for achievement and family environment do not affect entrepreneurial interest through self-efficacy. Therefore, it is important for schools and parents to create an environment that supports and encourages students to pursue entrepreneurship. Schools can develop a curriculum that is more integrated with entrepreneurial practices, while parents can provide the necessary support to help their children pursue their dreams.

Recommendation

Recommendations that can be made for the development of further research include broader and varied data collection with the use of more comprehensive survey methods and in-depth interviews with students, parents, and teachers can provide a clearer picture of the factors that influence entrepreneurial interest. Approaches that can be taken to increase students' entrepreneurial interest include integrating entrepreneurship education in the school curriculum, training and workshops involving local business practitioners, parents and family environment should be involved in this process, developing mentoring programs that connect students with successful entrepreneurs. Further research needs to be conducted to explore other factors that may influence entrepreneurial interest, such as the influence of social media and information technology.

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