

I Nyoman Sutapa

Family Business

 Turnitin Nyoman
 Nyoman_Sutapa
 Universitas Kristen Petra

Document Details

Submission ID**trn:oid::1:2984248866****Submission Date****Aug 16, 2024, 11:59 AM GMT+7****Download Date****Aug 16, 2024, 12:02 PM GMT+7****File Name****Article_of_Family_Business.docx****File Size****184.4 KB****9 Pages****3,869 Words****23,579 Characters**

11% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- Bibliography
- Quoted Text
- Small Matches (less than 10 words)
- Internet sources

Match Groups

-  **26 Not Cited or Quoted 10%**
Matches with neither in-text citation nor quotation marks
-  **1 Missing Quotations 0%**
Matches that are still very similar to source material
-  **0 Missing Citation 0%**
Matches that have quotation marks, but no in-text citation
-  **0 Cited and Quoted 0%**
Matches with in-text citation present, but no quotation marks

Top Sources

- 0%  Internet sources
- 6%  Publications
- 8%  Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

Match Groups

- 26 Not Cited or Quoted 10%**
Matches with neither in-text citation nor quotation marks
- 1 Missing Quotations 0%**
Matches that are still very similar to source material
- 0 Missing Citation 0%**
Matches that have quotation marks, but no in-text citation
- 0 Cited and Quoted 0%**
Matches with in-text citation present, but no quotation marks

Top Sources

- 0% Internet sources
- 6% Publications
- 8% Submitted works (Student Papers)

Top Sources

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1	Student papers		
	University of Lancaster		1%
2	Student papers		
	Universitas Bangka Belitung		1%
3	Student papers		
	unars		1%
4	Student papers		
	University of Mary		1%
5	Student papers		
	Universitas Muhammadiyah Ponorogo		1%
6	Student papers		
	Politeknik Pariwisata Bali		1%
7	Publication		
	Hurriyati Ratih, Tjahjono Benny, GafarAbdullah Ade, Sulastri, Lisnawati. "Advance...		1%
8	Student papers		
	STIE Kesuma Negara Blitar		1%
9	Publication		
	A. Sukoco, I. Vanany, J. D. T. Purnomo. "Supply Chain Disruptions during the COVI...		1%
10	Student papers		
	National Yunlin University of Science and Technology		0%

11	Publication	A Antoni, N Adi, M E Kurniawan, A Agraputra, D Teopilus, P Pudjisuryadi, J Chandr...	0%
12	Student papers	Far Eastern University	0%
13	Publication	Shahid Khalil, Seyed Mohammadreza Ghadiri. "chapter 11 Resist With Traditional ...	0%
14	Publication	Susanty, Aries, Ferry Jie, and Frisky Helvipriyanto. "Model of information technolo...	0%
15	Publication	Ernest Nyamekye, Seth Asare-Danso, Emmanuel Amo Ofori. "Understanding the I...	0%
16	Publication	Kishor Kumar Gautam. "Talent Management Practices and Employee Job Satisfact...	0%
17	Publication	M. Fiqih Syahputra G., Husni Muharram Ritonga, Hernawati Lubis. "The Influence ...	0%
18	Publication	Omar Boubker, Maryem Arroud, Abdelaziz Ouajdouni. "Entrepreneurship educati...	0%
19	Publication	Adhi Kurnadi, Wella Wella, Rangga Winantyo. "Upaya Peningkatan Jumlah Usaha ...	0%
20	Publication	Aulia Herdiani, Agus Hermawan, Setya Ayu Rahmawati, Mohd. Rizal Palil, Reza Ha...	0%

Effect of Family Business Support, Academic Support, and Entrepreneurship Education on Student Entrepreneurial Intentions

Elizabeth Suminar^{a)}, Karina Agustin^{b)}, and Nyoman Sutapa^{c)}

*Industrial Engineering Department, Petra Christian University
Jl. Siwalankerto 121-131, Surabaya, Indonesia, 60236*

^{b)} Corresponding author: karinaagustin@petra.ac.id

^{a)} c13170028@john.petra.ac.id, ^{c)} mantapa@petra.ac.id

Abstract. The outbreak of the Covid-19 pandemic has significantly influenced the availability of job opportunities. Moreover, companies are downsizing their labor number to carry out their industrial sustainability. Therefore, there is an urgent situation for graduate students to create their entrepreneurship rather than expect formal employment. This study assesses three factors that will impact college students' spirit to build their entrepreneurship: family business support, entrepreneurship education, and academic support. Respondents were collected from 151 individuals of engineering graduate students. Research from literature studies related to the factors is considered in designing the questionnaire as the survey to the respondents. Analyzing the survey data with the Structural Equation Modeling technique in Smart PLS 3.0 resulted in information that the family business support and academic support had a significant influence on student's entrepreneurial intention. Thus, family business support becomes the most significant factor to encourages students to become entrepreneurs. In addition, the existence of financial and non-financial support from family can encourage students' motivation to create their entrepreneurship. On the other hand, entrepreneurship education does not significantly affect the students to develop an entrepreneurial interest.

INTRODUCTION

According to the latest data from the United Nations, Indonesia is among the countries with a substantial global population [1]. It is ranked fourth on the list of countries (and dependencies) based on population. The COVID-19 epidemic has caused significant disruption to conventional civilization. Real industries are significantly impacted, resulting in the permanent closure of numerous firms. The unemployment rate in Indonesia rose to 7.07 percent in the second half of 2020 and 6.26 percent in the first half of 2021. Over the course of two semesters, Indonesia has maintained an average unemployment rate of more than 5.77 percent, based on data from the past ten years. An increase in the unemployment rate has the potential to destabilize the Indonesian economy [2]. Thus, it is imperative to endeavor towards cultivating new entrepreneurs who can generate employment prospects for the community.

Nevertheless, according to data from the Central Statistics Agency (BPS), the degree of entrepreneurship in Indonesia is rather low, with only 3.1% of the entire population engaging in entrepreneurial activities [3]. Furthermore, according to the 2018 Global Entrepreneurship Index statistics, Indonesia is positioned at the 94th spot out of 137 nations, indicating a favorable environment for entrepreneurship. One possible factor contributing to the low level of entrepreneurship is an education system that fails to foster students' excitement for developing their entrepreneurial spirit. University graduates tend to prefer being workers rather than entrepreneurs [4]. The present higher education system primarily emphasizes the preparation of students for swift graduation and securing traditional employment, rather than fostering the development of emerging industries [5]. Nevertheless, numerous colleges presently augment their educational curricula by incorporating entrepreneurship programs, so equipping students with comprehensive knowledge and practical experience in the field of entrepreneurship. The entrepreneurship program seeks to enhance the competence of university graduates by fostering skills, capabilities, ethical conduct, collaborative mindset, self-reliance, and entrepreneurial acumen in their respective areas of expertise [6].

Fayolle defines entrepreneurship education as a comprehensive set of activities that promote the development of entrepreneurial mindsets, attitudes, and abilities across several domains, including idea formation, development, and invention [7]. Entrepreneurship education include the development of mindsets, attitudes, skills, and support for growth and innovation. This is achieved through educational programs including Entrepreneurship courses, seminar activities, and company projects. According to a study conducted by Alfiyan et al., previous research has shown that entrepreneurship education has a beneficial and substantial impact on the intention to pursue entrepreneurship [8]. Entrepreneurship education is crucial for imparting knowledge and understanding about entrepreneurship. Moreover, Adesanya demonstrates that entrepreneurship education has a substantial and favorable impact on the intention to engage in entrepreneurship [9]. Lemayon and Michael discuss the profound influence of action-oriented entrepreneurship training on the conversion of university students into entrepreneurs [10].

Bandura defines academic support as encompassing learning resources, student aid, and sufficient infrastructure to enhance students' motivation in entrepreneurship. Autio et al. state that academic support indicators encompass the introduction of successful entrepreneurs, the introduction of individuals with a strong innovative background in entrepreneurship, and the provision of a platform for students to share their ideas and engage in business establishment activities on campus [11]. Moreover, prior studies conducted by Suharti & Sirine and Tognazzo et al. elucidate that academic assistance has a constructive and substantial impact on entrepreneurial enthusiasm [12, 13]. Consequently, the university's academic support can facilitate the cultivation of an entrepreneurial mindset among students.

In addition to entrepreneurship education and academic support, Shen et al. found that family support can impact an individual's view of beginning a new firm in terms of emotional, intellectual, and economic assistance [14]. Furthermore, the availability of resources such as the opportunity to become an entrepreneur, financial backing, non-monetary assistance, and guidance from family members can impact an individual's inclination to pursue their entrepreneurial aspirations. According to the book *Entrepreneurship*, individuals who have pursued entrepreneurship acknowledge that family support plays a crucial role in enabling one to embark on an entrepreneurial journey. It offers the necessary encouragement to overcome the hardships and obstacles associated with entrepreneurship. Indicators of family business support may encompass familial authorization and encouragement, as well as financial and non-financial assistance from the family, such as provision of capital, facilities, supplies, equipment, and other resources. This study seeks to ascertain the impact and correlation between family business assistance, entrepreneurship education, and academic support on the entrepreneurial intention of engineering students, drawing from several previous studies.

METHODOLOGY RESEARCH

The study utilized a Structural Equation Modeling (SEM) approach with the Smart-PLS 3.0 tool. Ghazali asserts that the structural equation modeling (SEM) method extends the techniques of path analysis and multiple regression to conduct multivariate analysis [15]. The SEM approach involves two steps of model evaluation: assessing the exterior and inner models. The purpose of the outer model evaluation is to determine the accuracy and consistency of the model. Conducting a validity test involves the utilization of convergent validity and discriminant validity testing. The composite reliability number represents the reliability test, which includes Cronbach's alpha and average variance extracted (AVE). Furthermore, the assessment of the internal model seeks to forecast the correlation between each unobserved variable and the R-Square value, path coefficients, and p-value.

Hypothesis

The researchers conducted a literature review to establish the hypothesis that influences students' intention to become entrepreneurs. The literature research demonstrates that three hypotheses have been derived from the factors of family business support, entrepreneurship education, and academic support [7-14].

- Hypothesis 1 (H1): Investigating the impact of family business support on students' entrepreneurial intention.
- Hypothesis 2 (H2): Investigating the impact of entrepreneurship education on the entrepreneurial intention of students.
- Hypothesis 3 (H3): Investigating the impact of academic support on students' entrepreneurial intention.

Conceptual Model

Once the assumptions have been established, we proceed to identify the endogenous and exogenous variables that will be utilized in constructing the conceptual model. In order to measure the variables, it is necessary to compile indicators for each variable from multiple sources such as books and journals. The indicators used in this study consist of endogenous variables, such as entrepreneurial intention in students, and exogenous variables, including indicators of family business support, entrepreneurship education, and academic support factors. These variables are presented in Table 1 and are used to construct the conceptual model illustrated in Fig. 1.

DATA ANALYSIS

Questionnaires were distributed to all students with engineering backgrounds who have successfully completed entrepreneurship courses in order to collect data. Out of the 151 participants, 68% were male and 32% were female. Initially, a validity test was conducted on a sample of 36 participants to determine if the statements in the questionnaire accurately reflected the intended indications. Table 2 displays the varying amount of question items for each variable. Questionnaire statements are deemed valid when the value of r_{count} is greater than r_{table} . The coefficient of determination, also known as the r -squared value, is 0.329 at a significance level of 5%. The reliability test is conducted to assess the consistency of the measuring equipment. A variable is considered reliable if Cronbach's alpha value is 0.60. Table 2 displays the outcomes of the validity and reliability assessment.

Table 2 indicates that the statement items have fulfilled the criteria, specifically the r_{count} value being greater than 0.329 and the significance being less than 0.05. The reliability test results for each variable suggest that the value of Cronbach's alpha is 0.60, demonstrating that each variable is internally consistent.

Descriptive Statistical Analysis

A descriptive analysis was conducted to present an overview of the features of each variable, focusing on the average value (mean) and standard deviation. The subsequent findings pertain to the conducted tests for the endogenous variable Y, namely Entrepreneurial Intentions, and the exogenous variable X. Each indication has been explicitly defined in each sentence and is intended to quantify the variables. Table 3 presents a detailed analysis of the entrepreneurial intention of students. The results indicate that the respondents' assessments are predominantly evaluated as 4 (agree) and 5 (strongly agree). The item Y1 had the highest mean value of 4.20, indicating a strong interest in entrepreneurship among the students. Conversely, the wide range and low average value on item Y2 suggest that 15% of students have not acquired the necessary skills for entrepreneurship.

Table 4 presents a comprehensive examination of the elements related to family business assistance, entrepreneurship education, and academic support. The questionnaire results indicate that the distribution of respondents' ratings for the family business support variable is predominantly evaluated as 4 (agree) and 5 (strongly agree). The statement item X1.1 has the highest mean value of 4.06, indicating that a majority of students have received consent from their families to pursue entrepreneurship. The distribution of item X1.3 reveals that 25% of students interested in entrepreneurship have parents who are not entrepreneurs. By contrast, 22.52% of respondents felt indifferent about the impact of having a family member who works as an entrepreneur on their own decision to pursue entrepreneurship. The lowest average value on item X1.5 indicates that some students do not receive non-financial assistance, such as space, equipment, and materials, to initiate entrepreneurship.

Regarding the variable of entrepreneurship courses, the results indicate that the scores given by the respondents are distributed between 3 (neutral) and 4 (agree). The component X2.7 has the highest mean value of 3.81. The portrayal of the business projects provided thus far can enhance students' entrepreneurial skills. However, the widespread distribution of item X2.1 and the lowest average value of item X2.1 indicate that the entrepreneurship courses did not have a major impact on fostering entrepreneurial spirit in students.

From the standpoint of the variable of entrepreneurship courses, the results indicate that the ratings given by the respondents are distributed between 3 (neutral) and 4 (agree). The statement item X3.6 has the highest mean score of 4.01, indicating that engaging in meetings with friends who have become entrepreneurs can motivate students to initiate new business ventures. The distribution of item X3.3 reveals that not all students believe that committee activities aimed at raising funds can stimulate students to generate entrepreneurial ideas. The lowest average score on item X3.8 suggests that students perceive the library as an inadequate resource for acquiring entrepreneurial knowledge necessary for business management.

Structural Model Analysis

During the study of the structural model, both the outer model and inner model were assessed. The assessment of the outer model involves evaluating convergent validity, discriminant validity, and composite reliability. Convergent validity is a quantitative measure that assesses the strength of the relationship between the score of an item and the score of a construct, which is derived using Partial Least Squares (PLS) analysis, as depicted in Figure. The number 2. For instance, the lowest acceptable loading factor value for the measured build variable is more than 0.6. In the initial simulation, it was seen that many statement items had a loading factor value below 0.6. Therefore, it is imperative to decrease and evaluate these items in the subsequent round of testing. After three rounds, some variable indicators that decreased include the endogenous variable Entrepreneurial Intention (Y) and the loading factor values for items Y3 and X3.4. The entrepreneurial ambition variable (Y) is assessed using 3 items, while the family business support variable (X1) is assessed using 5 items. Additionally, the entrepreneurship education variable (X2) and the academic support variable (X3) are both assessed using 7 items.

Subsequently, the cross-loading value fulfills the criteria for discriminant validity, wherein the correlation between indicators and constructs surpasses the correlation between indicators and other variables of the construct. The reliability assessment was conducted by examining the metrics of Cronbach's alpha, composite reliability, and average variance extracted (AVE). Given that Cronbach's Alpha has a value of 0.60, the composite reliability is greater than 0.7, and the average variance extracted is greater than 0.5, it can be concluded that the measure is reliable. Table 5 displays the outcomes of Cronbach's alpha, composite reliability, and AVE values for each variable. Nevertheless, there is a variable called the academic support variable (X3), which has a value that is lower than 0.5. The decision to not conduct any further reduction is based on the fact that the Cronbach's alpha and composite reliability values for X3 have already satisfied the necessary criteria.

The assessment of the internal model relies on the R-Square value, path coefficient value, and p-value. The RSquare evaluation quantifies the extent to which exogenous variables impact endogenous variables. For instance, the R-Square value of 0.32 in this study suggests that the variables of family business support, entrepreneurship education, and academic support might collectively influence entrepreneurial motivation by 32%. External variables beyond the scope of the study exert an influence on the remaining 68%. Table 6 displays the route coefficient value and p-value, indicating that H1, which pertains to the assistance provided by family businesses, has a substantial impact on stimulating entrepreneurial intention among students. The path coefficient value is 0.384, indicating that a one-unit increase in family business support leads to a 38.4% increase in entrepreneurial inclination. In addition to H3, the academic support demonstrates a substantial impact. The path coefficient value of 0.257 indicates that a one-unit increase in academic support will result in a 25.7% increase in students' propensity to pursue entrepreneurship. However, according to hypothesis H2, the presence of entrepreneurship education does not have a statistically significant impact on the intention to pursue entrepreneurship, as indicated by the p-value of 0.389.

CONCLUSION

The support of the family business is crucial in initiating a new company venture. The family serves as an external influence, providing an environment for personal growth and learning, including fostering individuals' interests. Family encouragement positively correlates with a greater inclination towards entrepreneurship. The support and authorization provided by parents, both in terms of financial resources and non-financial assistance, will undeniably play a crucial role in fostering entrepreneurship.

The university offers entrepreneurship education and academic support as part of its educational offerings. Prior studies have demonstrated that entrepreneurship education is a crucial and highly worthwhile endeavor in Indonesia's efforts to foster entrepreneurial skills. Nevertheless, this study did not discover any noteworthy impact on the introduction of entrepreneurship education for engineering students. Entrepreneurship education activities are insufficient in fully stimulating entrepreneurial intention in pupils. The impact of entrepreneurship education is predominantly indirect, as business support merely offers possibilities for individuals without exerting any form of compulsion.

The provision of academic assistance by faculties and universities might enhance students' inclination towards entrepreneurship, for instance, by enabling their participation in the Government-organized Student Creativity Program aimed at fostering the development of innovative ideas. Furthermore, the exchange of ideas between instructors and students through two-way communication is equally significant. Establishing a fresh platform, particularly aimed at fostering the development of new start-ups, would serve as a catalyst for motivating students to embark on an entrepreneurial career.

TABLE 1. Indicators of endogenous and exogenous variables

Variable	Literature Resources	Indicators
Entrepreneurial Intentions	T. Serefina and S. Kurjono [16], F. Linan and Y. W. Chen [17], M. A. Sahban et al. [18]	1. Plans to start a business 2. Career as an entrepreneur 3. Aspires to create jobs 4. Seriously thinking about starting a business
Family Business Support	Shen, Osorio, & Settles [14], Hisrich et al. [19]	1. Family encouragement/ support 2. Parent's background 3. Financial support from the family 4. Non-financial support
Entrepreneurship Education	Fayolle [7], Tognazzo et al. [13], Bukirom et al. [20]	1. Courses 2. Seminar activities 3. Practice of business project
Academic Support	Autio et al. [11]	1. Introducing successful persons in the entrepreneurship field 2. Encouraging students to create their ideas 3. Introducing people on campus who innovate for starting a new business 4. Providing good facilities support for new business establishment practices on campus.

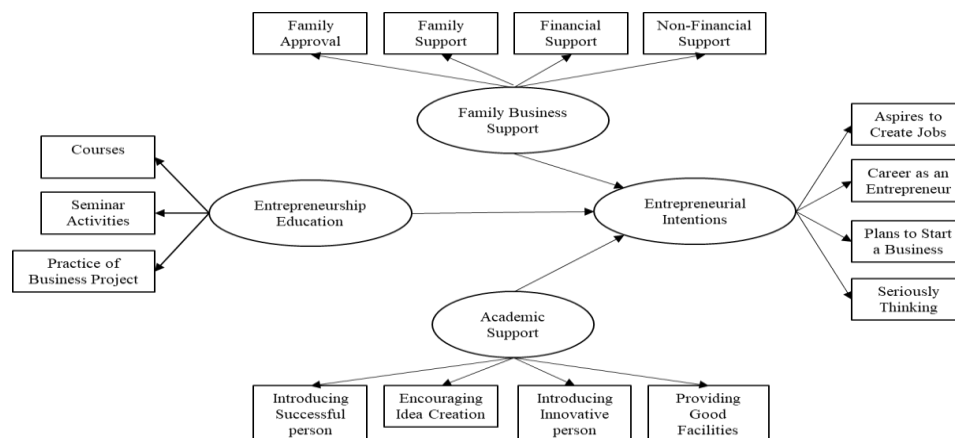


FIGURE 1. Conceptual model

TABLE 2. Validity and reliability test for the advisability of the questionnaire

Variable	Validity Test				Reliability Test	
	Item	Rcount	Sig.	Desc.	Cronbach's Alpha	Desc.
Entrepreneurial Intentions (Y)	Y ₁	0.674	0.000	Valid	0.639	Reliable
	Y ₂	0.744	0.000	Valid		
	Y ₃	0.587	0.000	Valid		
	Y ₄	0.758	0.000	Valid		
Family business support (X ₁)	X _{1.1}	0.643	0.000	Valid	0.713	Reliable
	X _{1.2}	0.770	0.000	Valid		
	X _{1.3}	0.712	0.000	Valid		
	X _{1.4}	0.718	0.000	Valid		
	X _{1.5}	0.631	0.000	Valid		
Entrepreneurship education (X ₂)	X _{2.1}	0.681	0.000	Valid	0.872	Reliable
	X _{2.2}	0.878	0.000	Valid		
	X _{2.3}	0.702	0.000	Valid		
	X _{2.4}	0.627	0.000	Valid		
	X _{2.5}	0.702	0.000	Valid		
	X _{2.6}	0.878	0.000	Valid		
	X _{2.7}	0.854	0.000	Valid		
Academic support (X ₃)	X _{3.1}	0.584	0.000	Valid	0.833	Reliable
	X _{3.2}	0.686	0.000	Valid		
	X _{3.3}	0.617	0.000	Valid		
	X _{3.4}	0.798	0.000	Valid		
	X _{3.5}	0.762	0.000	Valid		
	X _{3.6}	0.601	0.000	Valid		
	X _{3.7}	0.731	0.000	Valid		
	X _{3.8}	0.664	0.000	Valid		

TABLE 3. Descriptive analysis of entrepreneurial intention of students

Variable	No	Item	Statement	Mean	St. Dev	Desc.
Entrepreneurial Intentions	1	Y ₁	I have a plan for entrepreneurship.	4.199	0.798	Agree
	2	Y ₂	I have compiled the steps for an entrepreneurial career.	3.397	0.957	Neutral
	3	Y ₃	I want to create job opportunities for other people.	3.987	0.806	Agree
	4	Y ₄	I often think about starting a new business.	4.020	0.895	Agree

TABLE 4. Descriptive analysis of family business support, entrepreneurship education, academic support factors

4



2

2

Variable	No	Item	Statement	Mean	St. Dev	Desc.
Family Business support	1	X1.1	I get approval from my family to be an entrepreneur.	4.066	0.882	Agree
	2	X1.2	I get encouragement and advice from family for entrepreneurship.	3.854	0.924	Agree
	3	X1.3	I want to be an entrepreneur because parents are also entrepreneurs.	3.457	1.341	Agree
	4	X1.4	My family is willing to lend me the capital needed to start a business.	3.523	1.022	Agree
	5	X1.5	I get non-financial support such as a place, equipment, and materials to start my business.	3.371	1.125	Neutral
Entrepreneurship Education	1	X2.1	I am motivated to become an entrepreneur after taking courses related to entrepreneurship in the department.	3.377	1.008	Neutral
	2	X2.2	Entrepreneurship courses change mindsets and attitudes in the entrepreneurial field.	3.781	0.837	Agree
	3	X2.3	I am motivated to become an entrepreneur after attending an entrepreneurship seminar held by the University & Department.	3.404	0.936	Neutral
	4	X2.4	I was inspired by the speaker at an entrepreneurship seminar held by Universities & Departments.	3.497	0.905	Agree
	5	X2.5	Seminar activities with successful people motivate me to be an entrepreneur.	3.669	0.975	Agree
	6	X2.6	The existence of a business project triggers my creativity and innovation.	3.722	0.893	Agree
	7	X2.7	Having a business project improve my ability to be an entrepreneur.	3.808	0.933	Agree
Academic Support	1	X3.1	Alumni successes in entrepreneurship motivate me to start entrepreneurship.	3.848	1.034	Agree
	2	X3.2	Lecturers on campus encourage me to come up with ideas to start entrepreneurship.	3.377	1.002	Neutral
	3	X3.3	The existence of committee activities to seek funds allows me to issue ideas for entrepreneurship.	3.510	1.054	Agree
	4	X3.4	The existence of the Student Creativity Program (PKM) has encouraged me to come up with ideas so that they can be developed in the future.	3.556	0.953	Agree
	5	X3.5	Meeting many people on campus allowed me to collaborate in realizing business ideas.	3.894	0.915	Agree
	6	X3.6	Meeting friends who become entrepreneurs encourages me to start a new business.	4.013	0.846	Agree
	7	X3.7	The existence of the Innovation and Entrepreneurship Centre motivates me to start a new business.	3.364	0.938	Neutral
	8	X3.8	University libraries provide adequate sources of entrepreneurial knowledge to start/run a business.	3.371	0.960	Neutral

TABLE 5. Cronbach's alpha, composite reliability, and AVE for each variable

Variable	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Y – Intention in entrepreneurship	0.676	0.821	0.604
X ₁ – Family business support	0.764	0.835	0.505
X ₂ – Entrepreneurship education	0.887	0.911	0.593
X ₃ – Academic support	0.826	0.866	0.480

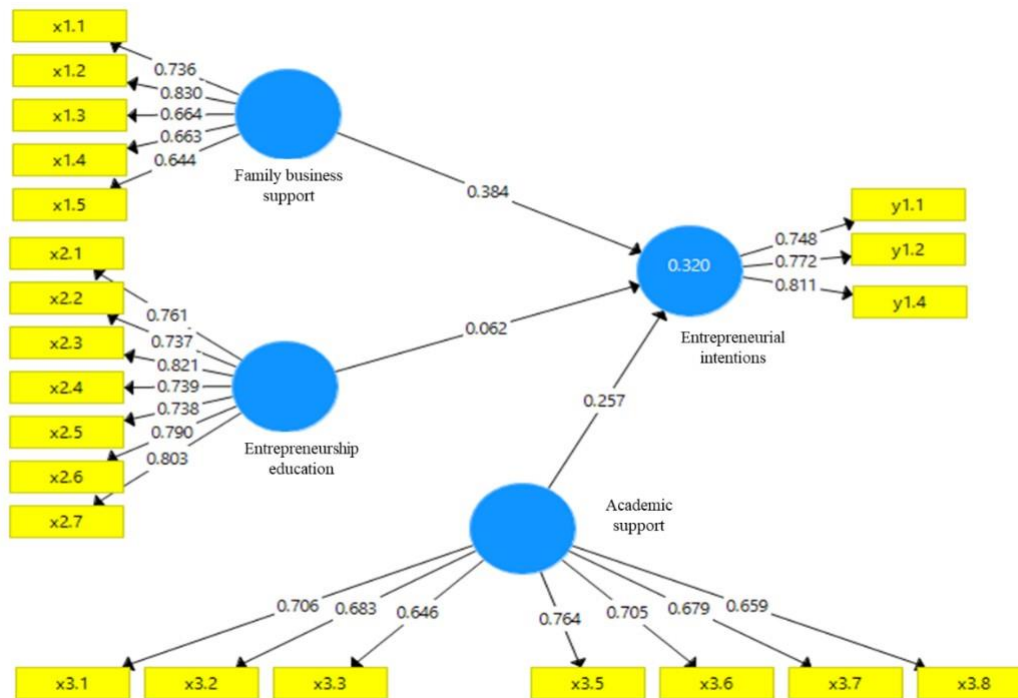


FIGURE 2. Schematic model showing item score with construct score with PLS

TABLE 6. P-value and path coefficients value for each variable

Hypothesis	Relationship	P-Value	Path Coefficients	Desc.
H ₁	Family business support > Intention in entrepreneurship	0.000	0.384	Significant
H ₂	Entrepreneurship education > Intention in entrepreneurship	0.389	0.062	Not significant
H ₃	Academic support > Intention in entrepreneurship	0.001	0.257	Significant

REFERENCES

1. Worldometer, Indonesia Demographics, (2020), available at <https://www.worldometers.info/demographics/indonesia-demographics/>.
2. Trading Economics, Indonesia Unemployment Rate, (2021), available at <https://tradingeconomics.com/indonesia/unemployment-rate>.
3. E. Lukita and Enggartiasto, Tingkat Kewirausahaan di Indonesia Rendah, (2020), available at <https://www.republika.co.id/berita/ekonomi/korporasi/18/10/18/pgsax3383-enggartiasto-tingkat-kewirausahaan-diindonesia-rendah>.
4. H. Halim, Sarjana di RI lebih pilih jadi PNS Ketimbang jadi Pengusaha, (2020), available at <https://finance.detik.com/berita-ekonomi-bisnis/d-2006234/sarjana-di-ri-lebih-pilih-jadi-pns-ketimbang-jadi-pengusaha>.
5. D. Daryanto and A. Cahyono, *Kewirausahaan - Penanaman Jiwa Kewirausahaan* (Gava Media, Yogyakarta, 2013).
6. S. Susilaningsih, *Jurnal Economia* 11(1), 1-9 (2015).
7. A. Fayolle, B. Gailly, and N. Lassas-Clerc, *Journal of European Industrial Training* 30(9), 701-720 (2006).
8. A. R. Alfian, M. Qomaruddin, and D. P. Alamsyah, *Jurnal Kajian Ilmiah* 19(2), 175-181 (2019).
9. O. Adesanya, "Effect of Entrepreneurship Education Outcomes on entrepreneurship Behavior," Master's Thesis, Covenant University, Ota, Nigeria, 2017.
10. L. L. Melyoki and M. M. Gielnik, *Journal of Small Business & Entrepreneurship*, 1-28 (2020).
11. E. Autio, R. Keeley, M. Klofsten, G. G. C. Parker, and M. Hay, *Enterprise and Innovation Management Studies* 2(2), 145-160 (2001).
12. L. Suharti and H. Sirine, *Jurnal Manajemen dan Kewirausahaan* 13(2), 124-134 (2012).
13. A. Tognazzo, M. Gianecchini, and P. Gubitta, *Contemporary Issues in Entrepreneurship Research* 7, 47-74 (2017).

14. A. E. Osorio, A. Settles, and T. Shen, [Academy of Entrepreneurship Journal](#) **23**(1), 23-43 (2017).
15. I. Ghazali, *Structural Equation Modeling: Metode Alternatif Dengan Partial Least Square* (Badan Penerbit Universitas Diponegoro, 2008).
16. T. Serefina and S. Kurjono, "Self-Efficacy, Entrepreneurship Education, and Entrepreneurial Intention" in [Proceedings of the Conference on International Issues in Business and Economics Research \(CIIBER, 2019\)](#), pp. 193–198.
17. F. Linan and Y. W. Chen, [Entrepreneurship Theory and Practice](#) **33**(3) 593-617 (2009).
18. M. A. Sahban, D. Kumar, and S.S. Ramalu, [Asian Social Science](#) **10**(19), 45-48, (2016).
19. R. D. Hisrich, M. P. Peters, and D. A. Sepherd, *Entrepreneurship* (Mc Graw Hill Education, 2017).
20. Bukirom, H. Indradi, A. Permana, and Martono, [Media Ekonomi dan Manajemen](#) **29**(2), 144–151 (2014).