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MEDIATION MODEL OF SELF-EFFICACY ON STUDENT ENTREPRENEURIAL INTEREST

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ABSTRACT

Unemployment in Indonesia presents a pressing social issue that demands attention and resolution. This research aims to enhance the entrepreneurial interest of Indonesian university graduates as a potential solution to the unemployment problem. The study primarily focuses on understanding the role of the family environment in shaping individual character and as a platform for instilling entrepreneurial values. Entrepreneurship education is considered a pivotal factor in developing entrepreneurial skills, which, in turn, stimulate the growth of entrepreneurial interest, spirit, and higher self-efficacy levels among students. The findings of this research provide compelling evidence that family background and entrepreneurship education significantly contribute to boosting students' entrepreneurial interest. This plays a vital role in addressing the unemployment challenge. By nurturing entrepreneurial aspirations among graduates, the study promotes entrepreneurship as a viable career choice in Indonesia. Consequently, it aids in curbing unemployment rates by empowering graduates with the skills and mindset needed for entrepreneurial success. This research underscores the potential for family influence and entrepreneurship education to serve as effective tools in encouraging entrepreneurial interest among students, contributing to a more sustainable solution to unemployment.

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Introduction.

Unemployment in Indonesia is a pressing social issue that requires urgent attention and effective solutions. As illuminated by Kurczewska and Mackiewicz (2020), universities play a pivotal role in nurturing the entrepreneurial spirit among students, making them strategic hubs for instilling the skills, mindset, and resources required for entrepreneurial endeavors. In the backdrop of challenging job markets, where traditional employment avenues often fall short, entrepreneurship emerges as an increasingly attractive option, and the proliferation of entrepreneurs can significantly bolster a nation's economy. However, despite the concerted efforts of both the government and universities through various programs designed to stimulate entrepreneurial interest among students, the desired impact has not been fully realized. To effectively address this issue, a multifaceted approach involving educational reforms, enhanced support structures, and a cultural shift towards entrepreneurship is imperative to empower the millennial generation and catalyze a sustainable economic transformation in Indonesia.

In the global context, universities are increasingly expected to serve as the dynamic engines of change and sources of global competitiveness, as emphasized by Fatimah and Purdianto (2020). They

are envisioned to be centers of innovation, knowledge creation, and skill development, not just for the local job market but for the interconnected world economy. Nevertheless, not all universities are equally equipped to fulfill this pivotal role. The extent to which graduates can shape their own futures and contribute to societal and economic development has become a critical concern. In response to the challenges of unemployment and the changing landscape of work, entrepreneurship has gained prominence as a viable career choice, as pointed out by Ernawati and Setiawan (2019). It is seen as a pathway to not only addressing unemployment but also fostering individual resilience, creativity, and adaptability in a rapidly evolving job market. As such, universities must adapt their curricula and support systems to nurture entrepreneurial skills and mindsets among students, thereby equipping them with the tools they need to navigate an increasingly complex and competitive global environment. This transformation in higher education can have far-reaching implications for both individual graduates and the broader society, as it empowers them to become proactive agents of change and innovation in an ever-evolving world.

Entrepreneurship has emerged as a promising alternative in the face of limited job opportunities, offering the potential to fuel economic growth by creating jobs and driving innovation. Despite numerous initiatives undertaken by both the government and universities to stimulate student interest in entrepreneurship, a persistent gap in achieving the desired impact remains. Thus, there is a pressing need for a synergistic effort between these two key stakeholders, namely universities and the government, to provide comprehensive programs and funding opportunities that will nurture a new generation of innovative, risk-taking, and resilient graduates, as advocated by So et al. (2020). This collaborative approach seeks to create an ecosystem that fosters entrepreneurial spirit among Indonesian university students, thereby positioning entrepreneurship as a compelling and viable career choice. By coupling government-backed support with educational institutions' resources and expertise, the goal is to equip young graduates with the necessary skills, knowledge, and confidence to embark on entrepreneurial journeys (Romadhon, 2022). This research's significance lies in its potential to bolster the entrepreneurial interest and capabilities of Indonesian university graduates, ultimately contributing to economic recovery and sustainable development by harnessing the power of innovative, entrepreneurial ventures in the nation's economic landscape.

In the creation of employment opportunities, the family environment plays a pivotal role in shaping a child's entrepreneurial personality. The family serves as an intimate group with shared norms and expectations that influence children's beliefs and attitudes toward entrepreneurship (So et al., 2020). Children with entrepreneurial parents or growing up in entrepreneurial families gain early exposure, shaping their confidence and self-efficacy in entrepreneurship. Hence, a significant supporting factor for student entrepreneurial interest is family background (Dzakkiyuddin et al., 2020), as families play a crucial role in influencing children's intentions and strong preferences for entrepreneurship, including among university students. In the family environment, particularly fathers tend to exert a strong influence in motivating children to become entrepreneurs. Family background, including parenting styles, parental support, and family communication, significantly impacts a child's interest in entrepreneurship (So et al., 2020).

Entrepreneurship education is another key element affecting entrepreneurial interest, as it involves planned and practical efforts to enhance entrepreneurial knowledge, interest, and student competence, enabling them to develop creative, innovative, and risk-taking behaviors in entrepreneurship (Sektianingsih & Aisyah, 2020). The goal of entrepreneurship education in universities is not only to encourage students to start their own ventures but also to empower them with the confidence to engage in young entrepreneurship (So et al., 2020). Students with higher self-confidence in starting businesses bolster their entrepreneurial self-efficacy, further driving entrepreneurial interest.

The aim of this research is to elucidate and address the challenges of enhancing student entrepreneurial interest by focusing on the family background and entrepreneurship education. Understanding how family background and education influence students' entrepreneurial intent is instrumental in creating comprehensive strategies to foster entrepreneurial interest. Ultimately, the research seeks to contribute to a sustainable solution to the unemployment issue by empowering students with the knowledge, skills, and confidence to pursue entrepreneurial careers.

Literature and Hypothesis Development.

Family Background.

Family is the center of a child's life, as infants are highly dependent on others. Families impart cultural values and shape children's attitudes toward themselves and others (So et al., 2020). The family environment, particularly parents, plays a crucial role in determining a child's future, indirectly influencing their career choices, including an interest in entrepreneurship. Children raised in entrepreneurial family environments tend to have a stronger preference for entrepreneurship.

Entrepreneurship Education.

Entrepreneurship education aims to equip prospective entrepreneurs with the skills necessary for business success. The acquisition of these essential skills through entrepreneurship education is expected to increase entrepreneurial interest, as individuals perceive they have the capabilities to succeed in business. Furthermore, it is vital to encourage students to become entrepreneurs with strong character. Education is a crucial aspect of human life, and through it, character and intelligence can be cultivated (Adesola et al., 2019). Entrepreneurship education refers to the educational process of developing entrepreneurial attitudes and skills to help students enhance their interest in entrepreneurship as a career choice (So et al., 2020).

Self-Efficacy.

Self-efficacy is an individual's assessment of their ability to perform targeted behaviors (Fatimah et al., 2022), and entrepreneurial intentions may be influenced by self-efficacy. Self-efficacy is valuable in explaining human behavior and plays a critical role in identifying choices, effort levels, and individual perseverance. It also suggests that individuals with high self-efficacy for specific tasks are more engaged and persistent compared to those with low self-efficacy (So et al., 2020). Thus, individuals with strong entrepreneurial self-efficacy are better equipped to seize opportunities for success, accurately predict the future, and invest more energy in entrepreneurial tasks (So et al., 2020).

Entrepreneurial Intention.

Entrepreneurial intention represents an individual's conscious awareness and belief in establishing a new, planned business venture for the future. Entrepreneurial intention is defined as a person's desire to engage in entrepreneurial activities (Staniewski & Awruk, 2019). It is a component of readiness that unfolds over time, enabling individuals to seek information that can be used to achieve entrepreneurial goals (So et al., 2020).

The Relationship Between Family Background and Self-Efficacy.

Family backgrounds that involve entrepreneurship serve as role models and create management knowledge for an individual to become an entrepreneur, shaping attitudes and perceptions regarding self-efficacy in entrepreneurship (So et al., 2020). Self-efficacy relates to an individual's belief in their own abilities to undertake actions (So et al., 2020). Growing up in an entrepreneurial family enriches a child's self-efficacy (Ernawati & Setiawan, 2019). Family background, especially that of parents, can influence a child's self-efficacy. Similarly, another study by So et al. (2020) indicates that family background affects an individual's self-efficacy in entrepreneurship.

H1: There is a direct influence between family background and self-efficacy.

The Relationship Between Entrepreneurship Education and Self-Efficacy.

Entrepreneurship education is a learning process aimed at enhancing knowledge, skills, attitudes, and personal characteristics related to entrepreneurship (So et al., 2020). Self-efficacy is a person's belief in their own ability to perform a task or action required to meet situational demands. Self-efficacy is associated with the belief that one can perform a required behavior successfully. Individuals with high self-efficacy tend to perform well and believe in their ability to carry out tasks and meet environmental demands (So et al., 2020). The self-confidence derived from entrepreneurship

education is crucial for a student's potential to become an entrepreneur. This is corroborated by a study by Aisya, which suggests that entrepreneurship education influences an individual's self-efficacy. Furthermore, research by Adesola, den Outer, and Mueller (2019) reveals that entrepreneurship education is influenced by self-efficacy for engaging in entrepreneurial activities.

H2: There is a direct influence of entrepreneurship education on self-efficacy.

The Relationship Between Self-Efficacy and Entrepreneurial Intentions.

Self-efficacy compensates for insufficient entrepreneurial skills and knowledge, allowing entrepreneurs to adapt to an unfamiliar entrepreneurial environment (Huang & Wang, 2011). Entrepreneurial intentions can grow based on self-efficacy within an individual. According to Bandura, self-efficacy is rooted in an individual's perception of their skills and abilities to perform an action or achieve a desired outcome (Agriana). A previous study by So et al. (2020) suggests that self-efficacy influences entrepreneurial intentions. These findings are further supported by a study conducted by Dutta, Gupta, and Chen (2016) that affirms the influence of self-efficacy on entrepreneurial intentions.

H3: There is a direct influence of self-efficacy on entrepreneurial intentions.

The Relationship Between Family Background and Entrepreneurial Intentions Mediated by Self-Efficacy.

The family environment acts as a role model that influences entrepreneurial intentions. Role models are typically seen in parents, relatives, grandparents, aunts, uncles, friends, partners, or successful entrepreneurs. The occupation of parents, when entrepreneurial, tends to inspire children from an early age, influencing their attitudes and beliefs about entrepreneurship (So et al., 2020). Self-efficacy in one's ability to believe in taking entrepreneurial actions plays a vital role. An individual's self-confidence in successfully engaging in entrepreneurship is necessary for starting and managing a new business, with expectations related to the creation of a new enterprise. An entrepreneur is someone with a strong inner drive to achieve entrepreneurial goals (Huang & Wang, 2011).

H4: There is an indirect influence of family background on entrepreneurial intentions, mediated by self-efficacy.

The Relationship Between Entrepreneurship Education and Self-Efficacy Impacting Entrepreneurial Intentions.

Entrepreneurship education aims to change students' perspectives on the entrepreneurial world. Students who realize and understand their entrepreneurial abilities are more likely to predict their future plans for starting a business (Machmud et al., 2020). Additionally, an individual's self-confidence can continue to grow when students actively engage in entrepreneurship programs. With more experience, their self-efficacy will increase. This is expected to have an impact on entrepreneurial intentions (So et al., 2020).

H5: There is an indirect influence of entrepreneurship education on entrepreneurial intentions, mediated by self-efficacy.

Research Design.

This study utilizes a quantitative research method, which involves investigating a particular population or sample by employing research instruments and conducting statistical data analysis to test predetermined hypotheses. The research population consists of students from the Faculty of Economics and Business at Universitas Swadaya Gunung Jati in Cirebon, West Java, Indonesia. The sampling method used is nonprobability sampling, specifically the incidental or accidental sampling technique, with a respondent sample size of 200 students. Data analysis in this study employs SEM-PLS, allowing for a comprehensive examination of the established hypotheses.

Result.

Respondent Profile.

In this study, the characteristics of respondents can be seen in the table below:

Table 1. Respondent Characteristics.

Category	Description	Total	Percentage (%)
Gender	Male	33	0,39
	Female	52	0,61
Age	18-20 years old	18	0,21
	≥ 21 years old	67	0,79
Study Program	Management	45	0,53
	Accounting	40	0,47

Based on Table 1. regarding respondent characteristics, it can be observed that the research participants are comprised of 33% male students and 52% female students out of the total number of respondents. Therefore, it is concluded that the respondents are predominantly female students aged over 21, coming from the management program. This may be due to the fact that women have a greater inclination towards entrepreneurship or starting their own businesses.

Validity and Reliability Test Results.

The validity testing in this research, employing an outer analysis, is conducted to depict the relationship between indicator blocks and their latent variables. The measurement model evaluation in this study adheres to the Rule of Thumb for Reflective Measurement Model Evaluation as proposed by Ghozali (2017). This phase is used to assess the validity and reliability that connects indicators to their latent variables. The indicators in this research are reflective because the latent variable indicators influence them. Thus, a three-step measurement process is used as follows:

Table 2. Convergent Validity.

Construct	Measurement Item	Outer Loading	AVE
Entrepreneurship Education (EE)	EE 1	0,988	0,975
	EE 2	0,987	
Entrepreneurial Interest (EI)	EI 1	0,707	0,766
	EI 2	0,958	
	EI 4	0,938	
Family Background (FB)	FB 1	0,744	0,831
	FB 2	0,960	
	FB 3	0,960	
	FB 4	0,962	
Self-Efficacy (SE)	SE 1	0,800	0,832
	SE 2	0,965	
	SE 3	0,961	

Convergent validity measures the extent of correlation between constructs and latent variables. In the evaluation of convergent validity, individual assessments can be seen through Factor Loading or Outer Loading. Outer loading indicates the degree of correlation between each measurement item (indicator) and its respective construct. Measurements can be considered valid if the existing outer loadings have values > 0.6 for each indicator in explanatory research. Table 2 shows that all outer loading indicators have values > 0.6, indicating that they can effectively represent their constructs, or it can be concluded that all research indicators are valid.

Average Variance Extracted (AVE) is also used to measure convergent validity, with values > 0.50, hence confirming that both confirmatory and explanatory research are reliable.

Table 3. Discriminant Validity.

	EE	EI	FB	SE
EE	0,975			
EI	0,765	0,766		
FB	0,745	0,688	0,831	
SE	0,357	0,146	0,106	0,832

Table 3 presents a measurement model that is assessed based on the measurement of cross-loadings of indicators with their respective constructs compared to indicators with other constructs. If the correlation between a construct and its indicators is greater than with other constructs, then the latent construct predicts its indicators better than other constructs. According to Suwarsito et al. (2020), it is highly recommended that the cross-loading values exceed 0.6 for indicator-to-construct values. Based on Table 3, it is found that the Cross Loading values for all indicators with their respective constructs are >0.6 and greater than with other constructs, meeting the requirement for convergent validity. With the fulfillment of convergent validity criteria, all variables are deemed valid for testing. Table 3 shows cross-loading values greater than 0.60 for each variable. Therefore, the items indicated are valid.

Table 4. Composite Reliability.

Construct	Measurement Item	Loading	Cronbach's Alpha	Loading Range	CR	Number of Item
Entrepreneurship Education (EE)	EE 1	0,988	0,975	0,987 - 0,988	0,988	2
	EE 2	0,987				
Entrepreneurial Interest (EI)	EI 1	0,707	0,840	0,707 - 0,958	0,906	3
	EI 2	0,958				
	EI 4	0,938				
Family Background (FB)	FB 1	0,744	0,928	0,744 - 0,962	0,951	4
	FB 2	0,960				
	FB 3	0,960				
	FB 4	0,962				
Self-Efficacy (SE)	SE 1	0,800	0,904	0,800 - 0,965	0,936	3
	SE 2	0,965				
	SE 3	0,961				

Table 4 displays the results of composite reliability, where if the composite reliability $\rho_c > 0.8$, it can be considered that the constructs have high reliability, or are reliable, and $\rho_c > 0.6$ is considered sufficiently reliable. The Composite Reliability values in Table 4 are shown to be > 0.70. This implies that all items of the indicated research variables are reliable. In PLS, the reliability test is reinforced by Cronbach's alpha, which assesses the consistency of each response. Cronbach's alpha is considered good if $\alpha \geq 0.5$ and adequate if $\alpha \geq 0.3$. The Cronbach's alpha values generated for all constructs in Table 4 can be deemed excellent, i.e., > 0.6, so it can be concluded that all indicators of reflective construct are reliable and pass the reliability test.

Total Influence Measurement Results.

The data processing results, showing the extent of influence in this study, can be observed in Table 6 as follows:

Table 5. Total Effects.

Variable	EI	SE
EE	0,062	0,624
FB	0,942	-0,360
SE	0,029	

Based on the table above, it can be observed that students' entrepreneurial interest (EI) is partially influenced by family background (FB) to a significant extent, at 94.2%. This means that family background has a substantial influence on students' entrepreneurial interest. However, Self-Efficacy (SE) does not mediate family background (FB) with students' entrepreneurial interest (EI), as the data processing results show a value of -36%. This implies that self-efficacy does not significantly influence the entrepreneurial interest of students who come from entrepreneurial family backgrounds.

Furthermore, students' entrepreneurial interest (EI) is partially influenced by entrepreneurship education (EE) at a rate of 6.2%. This indicates that entrepreneurship education has a relatively minor impact on students' entrepreneurial interest. Self-efficacy (SE) successfully mediates between Entrepreneurship Education (EE) and students' Entrepreneurial Interest (EI) at 62.4%. This means that entrepreneurship education will have an impact on students' entrepreneurial interest if the students possess strong self-efficacy. Additionally, students' entrepreneurial interest (EI) is partially influenced by Self Efficacy (SE) at a rate of 2.9%. This signifies that self-efficacy has a direct, albeit small, influence on students' entrepreneurial interest without being significantly influenced by other factors.

After understanding the total partial effects, the model is further evaluated simultaneously using R-square (R²). R² is used to assess the substantive impact of independent latent variables on dependent latent variables. The criteria for R² values fall into three classifications: 0.67, 0.33, and 0.19. The results of R² calculations in this study can be seen in the table below:

Table 6. R-Square.

	R-Square
EI	0,980
SE	0,185

Looking at Table 6, we find that the R-Square value for Entrepreneurial Interest (EI) is 0.98 or 98%. This means that Entrepreneurial Interest can be collectively explained through Family Background and Entrepreneurship Education. Meanwhile, the Self-Efficacy (SE) variable has an R-Square value of 0.185 or 18.5%. This indicates that Self Efficacy can be moderately explained through Family Background and Entrepreneurship Education. From Table 6, the R-square (R²) results are all above 0.67 or 67%, indicating that all independent variables in this study have an influence on entrepreneurial interest.

Goodness of Fit (GoF) Results.

Goodness of fit is used to evaluate the measurement model and simple structural model and the overall prediction of the model. The GoF index value is obtained from the square root of the average communalities index multiplied by the average R2 value. The GoF value ranges from 1 to 0, with interpretations as follows: 0.1 (small GoF), 0.25 (moderate GoF), and 0.36 (large GoF). The GoF results in this study are as follows:

Table 7. Goodness of Fit (GoF).

Variable	Communality Value	R2 Value
Entrepreneurship Education (EE)	0,975	
Entrepreneurial Interest (EI)	0,766	
Family Background (FB)	0,831	0,980
Self Efficacy (SE)	0,832	0,185
Average	0,851	0,583
Goodness of Fit (GoF)	0,276	

From the table above, the GoF value is 0.276, which means that the GoF value falls within the moderate category. This indicates that the overall measurement of the model is considered good. Here is the structural model diagram in this study:

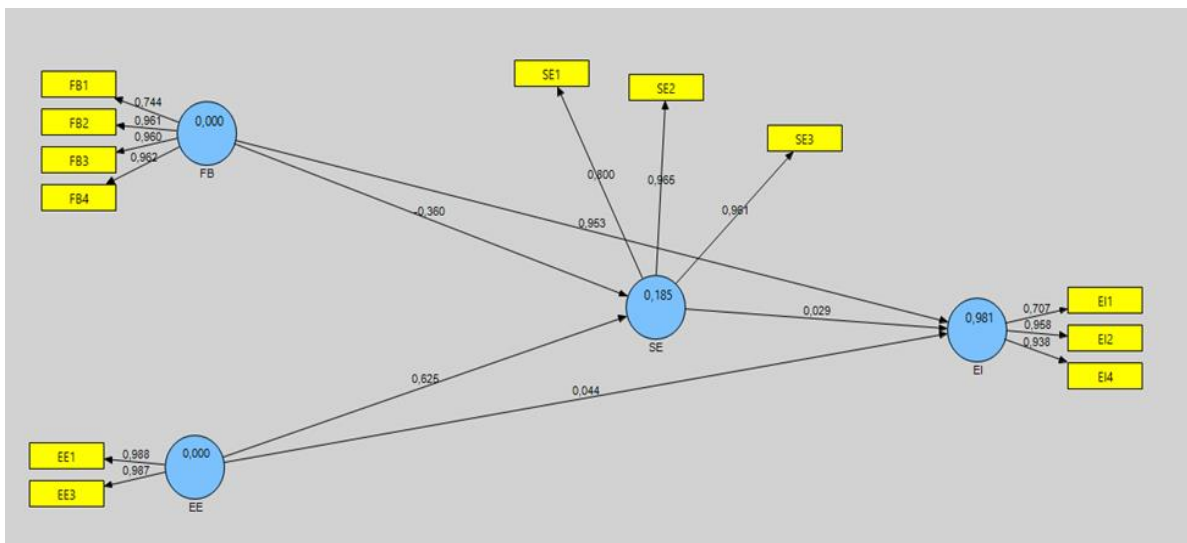


Figure 1. Displays the Structural Model or Path Diagram of the Research.

Hypothesis Testing.

Hypothesis testing employs SEM analysis with smart PLS. In this model, besides predicting the model, it also explains whether there are relationships between latent variables. The decision on accepting hypotheses in this research is made based on the criteria of the two-tailed test's t-table value, which is set at 1.68 for a significance level of 0.05. The t-table value is then used as a criterion for accepting or rejecting the proposed hypotheses:

- a. A hypothesis is accepted if the weight relation of the relationship between latent variables shows a direction with a t-statistic value above the t-table value of 1.68 for a significance level of 0.05.
- b. A hypothesis is rejected if the weight relation of the relationship between latent variables shows a direction with a t-statistic value below the t-table value of 1.68 for a significance level of 0.05.

With the above criteria, when compared with the calculation results, the research hypotheses are obtained as follows:

Table 8. Path Coefficient and Hypothesis Testing.

	Hypothesis	t-statistic	Result
EE -> EI	H1	1,135113	Accepted
EE -> SE	H2	6, 622279	Accepted
FB -> EI	H3	35, 269135	Accepted
FB -> SE	H4	3, 020875	Rejected
SE -> EI	H5	1, 938464	Accepted

Based on the overall research variables, the hypothesis results indicate that, based on the criteria, they are accepted. This means that the independent variables have an influence on the dependent variables. However, for the indirect influence, hypothesis 4 is rejected, meaning that the family background does not indirectly affect self-efficacy for students' entrepreneurial interest.

Discussion.

Direct Influence of Family Background on Self-Efficacy.

The research results indicate that Family Background has a direct influence on Self-Efficacy. This can be observed from the T Statistics value of 3.02, and this influence is not unidirectional, as evidenced by the Total Effects value of -0.360. It means that students' Self-Efficacy for entrepreneurial interest is influenced by their family background. However, the family background's influence does not directly affect Self-Efficacy concerning students' entrepreneurial interest. This suggests that a student's Self-Efficacy depends on their personal courage and self-belief to engage in entrepreneurship. Self-Efficacy can be derived from factors other than family background, motivating students to initiate and manage their business ventures confidently and courageously. These findings align with earlier research conducted by Purwanto (2016), which showed a significant influence between family background and Self-Efficacy. The results of this study serve as evidence that there are opportunities to enhance students' Self-Efficacy not only through their family background, even if the family has a pre-existing business, but also through other motivating factors influencing students' entrepreneurial interest.

Direct Influence of Entrepreneurship Education on Self-Efficacy.

Based on the research results, it is evident that Entrepreneurship Education has a direct influence on Self-Efficacy. This can be seen from the T Statistics value of 6.622, and this influence is unidirectional, as indicated by the Total Effects value of 0.624. This means that students' entrepreneurial interest can be influenced by entrepreneurship education. This influence arises from the knowledge students gain through entrepreneurship education. This knowledge helps them understand how to capitalize on opportunities through scientifically tested approaches and determine which strategies or approaches to employ in managing a business. Therefore, the higher the knowledge an individual acquires through entrepreneurship education, the higher their self-confidence in starting a business. The results of this study support earlier research on the influence of entrepreneurship education on Self-Efficacy (Sintya, 2019). These findings provide evidence of the potential to enhance entrepreneurship education, both formally and informally, enriching students' knowledge of entrepreneurship and, consequently, boosting their confidence in pursuing entrepreneurship.

Direct Influence of Self-Efficacy on Entrepreneurial Interest.

Self-Efficacy directly influences Entrepreneurial Interest, as indicated by the T Statistics value of 1.938, and this influence is unidirectional, with a Total Effects value of 0.029. This means that the entrepreneurial interest of students in the Faculty of Economics and Business is influenced by Self-Efficacy. Self-Efficacy can act as a driving force behind students' entrepreneurial interest. A student's Self-Efficacy can affect their mindset and emotional responses when making entrepreneurial decisions, making them more inclined to pursue entrepreneurship. This research aligns with So et al.'s findings in 2020, revealing the influence of Self-Efficacy on entrepreneurial interest. These results are reinforced by So et al.'s research in 2020, demonstrating that Self-Efficacy enhances support for entrepreneurial interest. Therefore, the findings in this study demonstrate that Self-Efficacy encourages students' entrepreneurial interest and motivates them to engage in entrepreneurship with confidence.

Indirect Influence of Family Background on Entrepreneurial Interest through Self-Efficacy Mediation.

Family Background indirectly influences Entrepreneurial Interest through Self-Efficacy mediation. This is evident from the T Statistics value of 3.02 for Family Background's influence on Self-Efficacy and the T Statistics value of 1.93 for Self-Efficacy's influence on Entrepreneurial Interest. Thus, Self-Efficacy successfully mediates the relationship between Family Background and Entrepreneurial Interest. This means that students' entrepreneurial interest within the Faculty of Economics and Business can be easily driven by Self-Efficacy when they come from a family with a background in entrepreneurship. With the experiences of successful entrepreneurial family members, a natural inclination toward entrepreneurship will develop in students with support from their families.

Indirect Influence of Entrepreneurship Education on Entrepreneurial Interest through Self-Efficacy Mediation.

Entrepreneurship Education indirectly influences Entrepreneurial Interest through Self-Efficacy mediation. This is evident from the T Statistics value of 6.622 for Entrepreneurship Education's influence on Self-Efficacy and the T Statistics value of 1.93 for Self-Efficacy's influence on Entrepreneurial Interest. Thus, Self-Efficacy successfully mediates the relationship between Entrepreneurship Education and Entrepreneurial Interest. With adequate entrepreneurship education, students within the Faculty of Economics and Business can enhance their Self-Efficacy to foster an entrepreneurial interest. This is because someone who has the confidence to engage in entrepreneurship will be more certain and self-assured in running a business, relying on the knowledge they have gained from entrepreneurship education.

Conclusions.

From the above analysis, it can be concluded that family background and entrepreneurship education have a direct influence on the self-efficacy of students in the Faculty of Economics and Business. This means that self-efficacy can be further nurtured through family background and entrepreneurship education to cultivate entrepreneurial interest. Meanwhile, self-efficacy has an indirect influence on students' entrepreneurial interest in pursuing business ventures. This implies that self-confidence in one's abilities to engage in entrepreneurship will shape a student's interest in entrepreneurship.

This research holds implications with its findings that family background is crucial in enhancing self-efficacy, as a student's character is significantly influenced by their family background. By encouraging actions to improve their knowledge through entrepreneurship education, students can continuously develop self-efficacy. Entrepreneurship education provides students with extensive knowledge about business, which, in turn, directly boosts their self-confidence and encourages their entrepreneurial interest.

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