



## The Influence of Entrepreneurship Education and Family Environment on Entrepreneurial Interest Through Self-Efficacy

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**Abstract:** *This study aims to examine the effect of entrepreneurship education and family environment on entrepreneurial interest through self-efficacy. By using this sampling technique, sampling can ensure a fair opportunity for each category in the population, especially class XI students majoring in Digital Business at SMK Kediri City. This means that the higher the Entrepreneurship Education received by students, the higher the level of influence on student self-efficacy. This means that the higher the family environment that students have, the higher the level of influence on student self-efficacy. This means that the higher the self-efficacy of students, the higher the level of influence on students' entrepreneurial interest. Entrepreneurship education has a direct effect on entrepreneurial interest. This means that the higher the entrepreneurship education received by students, the higher the level of influence on student entrepreneurship interest. Family environment has a direct effect on entrepreneurial interest. This means that the higher the family environment that students have the higher the level of influence on student entrepreneurship interest.*

### Introduction

Indonesia is one of the main producers and exporters of many commodities, Indonesia is ranked first as an exporting country for several food commodities throughout the world (trademap.org, accessed on 28 July 2023). The large population in Indonesia makes it difficult to get a decent job, and many people give up and choose to become unemployed (Johan et al., 2020). On the other hand, the problem of open unemployment in Indonesia or the regions within it, including the City of Kediri, is an important economic and social issue and needs



serious attention. Over the last few years, the city of Kediri has still experienced the challenge of unemployment, which is still one of the problems it faces. One of the important issues related to unemployment in Kediri City is the high level of unemployment among youth. New graduates entering the labor market face difficulties in finding jobs that match their qualifications and skills. The following is a presentation of the number of unemployed in Kediri City as of February 2022.

Status Keadaan Ketenagakerjaan	2020	2021	2022	Perubahan 2020 – 2021		Perubahan 2021 - 2022	
	orang	orang	orang	orang	persen	orang	persen
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Penduduk Usia Kerja	230.694	232.489	234.274	1.795	0,78	1.785	0,77
Angkatan Kerja	152.265	156.591	163.821	4.326	2,84	7.230	4,62
- Bekerja	142.804	146.620	156.641	3.816	0,27	10.021	6,83
- Pengangguran	9.461	9.971	7.180	510	5,39	-2.791	-27,99
Bukan Angkatan Kerja	78.429	75.898	70.453	-2.607	-3,23	-5.445	-7,17
	persen	persen	persen	persen poin		persen poin	
Tingkat Pengangguran Terbuka (TPT)	6,21	6,37	4,38	0,16		-1,99	
- Laki-laki	5,73	8,34	3,86	2,16		-4,48	
- Perempuan	6,88	3,52	5,03	-3,36		1,51	
Tingkat Partisipasi Angkatan Kerja (TPAK)	66,00	67,35	69,93	1,35		2,58	
- Laki-Laki	76,83	80,24	78,55	3,41		-1,69	
- Perempuan	55,35	54,68	61,44	0,67		6,76	

Figure 1. Labor and Employment Age Data  
Source: Central Statistics Agency for the city of Kediri, 2023

From the data above, it is known that the number of unemployed workforce is 7180 people in Kediri City. This certainly raises the problem of economic inequality which needs to be recognized together. This phenomenon can result in a skills mismatch between available workers and labor market needs. (Agustina et al., 2023).

Apart from that, based on the results of field surveys at several vocational schools throughout Kediri City, active students and vocational school alumni have also expressed their perceptions of entrepreneurial interest. Many respondents cited concerns regarding financial risks and multiple experiences of failure as the main factors inhibiting their interest in engaging in their own business. Limited access to capital and lack of other support also emerged as inhibiting factors. The reasons for students' low interest in entrepreneurship are due to lack of funds, difficulty in allocating time and not looking at other people's experiences and lack of knowledge about entrepreneurship (Mardatih, 2020)

Education has a very important role. The essence of education lies in complete human development (Valentín Báez MEd, n.d.). In general, the implementation of education has the first aim of expanding intelligence and human ability to learn, which means creating an environment and system to facilitate and improve the human learning process. Kuratko, (2005) said that one of the importance of education in the entrepreneurial aspect is providing

special programs that teach entrepreneurial skills such as business planning, financial management, marketing and leadership.

Apart from that, the role of the family has an important role in fostering a person's entrepreneurial spirit. The impact of the family is clearly visible when a company is founded and run in a social environment where the family plays an important role in it (Pant, 2016). The family environment is the first social experience for a person because the family environment reflects the entire fundamental system that transmits entrepreneurial values (Moussa & Kerkeni, 2021). Research findings from Pertiwi, U. R., & Khafid, M. (2021) have shown that the family environment contributes to interest in entrepreneurship by providing emotional support, positive role models, and encouragement to develop business skills. So the results of the research above are sufficient to prove that the family environment is a factor that has a significant influence on determining entrepreneurial interest.

*Self-efficacy* has a very important role in the world of entrepreneurship. When a person has a high level of self-efficacy, he has strong confidence in his ability to achieve goals and overcome various challenges faced in running his business (Liu et al., 2019). An entrepreneur who has high self-efficacy will be more willing to face risks and will not be easily affected by failures or difficulties that may occur during his business (Bandura, 1978).

On the other hand, the provision of Vocational High Schools (SMK) in the context of entrepreneurship aims to create an entrepreneurial generation in several ways. First, providing education that is practical and relevant to the industrial world so that students have skills that can be directly applied in the world of work. Second, involving students in entrepreneurship programs can develop creativity, innovation and business enthusiasm. Third, provide learning that encourages understanding of business management, planning and business development. Fourth, bridging students with the world of industry and businesspeople through internships, industrial visits and collaboration with companies (www.kemdikbud.go.id, accessed on 08 October 2023).

Based on the background above, the importance of understanding the influence of entrepreneurial education and family environment on entrepreneurial interest and self-efficacy has been discussed. By understanding the complexity of the relationship between entrepreneurship education, family environment, and self-efficacy and interest in entrepreneurship, it is hoped that this research will provide new insights for interested parties.

For this reason, researchers have the desire to research especially class XI students concentrating on Digital Business Skills at SMK Kota Kediri regarding their interest in entrepreneurship. This is because the role of students is expected to be able to contribute to creating superior Human Resources (HR) through the educational activities they undertake while they are students. In addition, vocational high school graduates in Kediri City are expected to play a role in creating new entrepreneurs and overcoming the problem of lack of job opportunities.

In the Big Indonesian Dictionary, interest refers to a strong inclination towards a direction or desire for more than just one thing. According to the Theory of planned behavior

(theory of planned behavior) by Ajzen (1991) interest is synonymous with behavioral intentions as a result or result of a combination some beliefs. These beliefs include attitudes toward behavior, subjective norms, and perceived behavioral control.).

Beliefs will influence views towards certain actions, as well as influence subjective norms and behavioral control which are very important Ajzen, (1991). So according to Ajzen's Theory of Planned Behavior, a person's interest in entrepreneurship will be influenced by their evaluation of entrepreneurship (attitude), their view of support from the people around them (subjective norms), and their perception of the control they have over their entrepreneurial behavior. (perceived behavioral control).

Interest can be said to be an initial feeling or impulse from within that encourages individuals to feel interested, enthusiastic, and involved in a particular activity, topic, or field (Luis-Rico et al., 2020). A manifestation of personal interest or interest in something that triggers attention and a drive to better understand, engage, or explore a subject (Wong et al., 2020).

Entrepreneurial interests include identifying business opportunities, developing innovative ideas, taking risks, and working to plan and manage a business that includes aspects such as operations, finance, and marketing (Mohehu, 2022). So it can be understood that individuals who have an interest in entrepreneurship are willing to prepare themselves with the various knowledge and skills needed, and they enjoy the learning process to achieve these goals.

In the view of the theory of planned behavior from Ajzen (1991), especially regarding perceived behavioral control, it describes that self-control beliefs act as an important factor that shapes behavior. Behavioral control is an individual's perception of how easy or difficult it is to carry out a certain behavior (Ajzen & Fishbein, 2005). This behavioral control is related to an individual's belief regarding his ability to achieve success in all things, either through personal effort or external factors that are beyond his control (Rotter, 1975).

In line with Ajzen's theory, Self-efficacy, also known as self-efficacy, is a tendency that influences the way a person carries out their tasks and achieves success in the future (Bandura, 2000). According to Bandura (2012), self-efficacy has a significant impact on individual behavior because it influences behavior both directly and through its influence on processes and other factors, such as setting goals, expectations of results, and perceptions of the elements involved. supports or hinders the surrounding environment.

Self-efficacy is a person's personal evaluation of their ability or competence in carrying out a task, achieving certain goals, and producing desired results (Baron, 1997). Includes confidence in the ability to design business strategies, manage resources, overcome obstacles, and successfully carry out critical functions in the entrepreneurial sphere (Wahjudono et al., 2019; Zhou & Zhou, 2022). (Barbosa et al., 2007; (Bandura, 1997) said that someone who has high self-efficacy in entrepreneurship will always tend to succeed in: identifying opportunities; building good relationships; controlling themselves well regarding managing work and finances.

Education is a systematic and structured process in which knowledge, skills, values and social norms are transmitted from one generation to the next through formal interactions between teachers and students (Ince et al., 2023). The concept of education always involves a learning environment that is structured with the aim of developing the individual's intellectual, social and moral aspects (Hogenstijn & Cuypers, 2023).

Entrepreneurship is a concept that involves the process of identifying, creating, and managing business opportunities with the aim of creating economic and social value. Entrepreneurship also often involves innovative actions in combining existing resources, such as capital, labor, technology, and information, to develop products, services, or solutions that meet social market needs (Karlsson et al., 2021; Müller et al., 2023).

Entrepreneurship education is a learning approach that aims to develop the interest, knowledge, skills and understanding needed for individuals to become competent and innovative entrepreneurs (Liñán, 2004; Ratten & Jones, 2021). Entrepreneurship education refers to formal programs that aim to equip students with the skills and knowledge necessary to recognize business opportunities, seek customer insights, understand market needs, create ideas, develop business plans, run businesses, evaluate environmental, institutional, and political factors. relevant (Nabi et al., 2017; Weng et al., 2022).

From the various views described above, it can be concluded that entrepreneurship education plays a significant role in producing new entrepreneurs through the development of entrepreneurial skills carried out using planned and structured methods. This is in accordance with the statement made by (Chimucheka, 2014; Ouni & Boujelbene, 2023), who believes that entrepreneurship education has an important impact in improving the attitudes and welfare of individuals and the economy of a country.

Desires are formed because they are influenced by factors explained in the Theory of Planned Behavior, which assumes that individuals have goals in their behavior (Ajzen & Fishbein, 2005). Social pressure refers to the reaction of a group of people who may or may not support the individual becoming an entrepreneur. One group that has a significant impact in this regard is the family. Social influence from the family can have a large role in influencing an individual's decision to carry out a certain action (Krueger et al., 2000).

The family environment has a significant role in the development of an entrepreneur. The importance of interactions between generations within a family, especially in the context of starting a successful new company, has been emphasized (Basco et al., 2019; D. Neubaum, 2018). The family environment makes a significant contribution in preparing children to become entrepreneurs in the future and the family environment can also develop independence in children who have the courage to do business or create job opportunities for other people in the future (Puspasari, 2023) . Alma (2018) also expressed a similar view, stating that the family environment can influence someone to pursue a career as an entrepreneur,

## **Research Method**

This research aims to reveal and evaluate the impact of relationships between variables using a quantitative data-based approach, in accordance with the concepts outlined by Creswell (2013). This research uses an explanatory and correlative descriptive design, with the main aim being to explore the understanding of the mutual influence between the variables studied, which in more detail can be found in Figure 2 below:

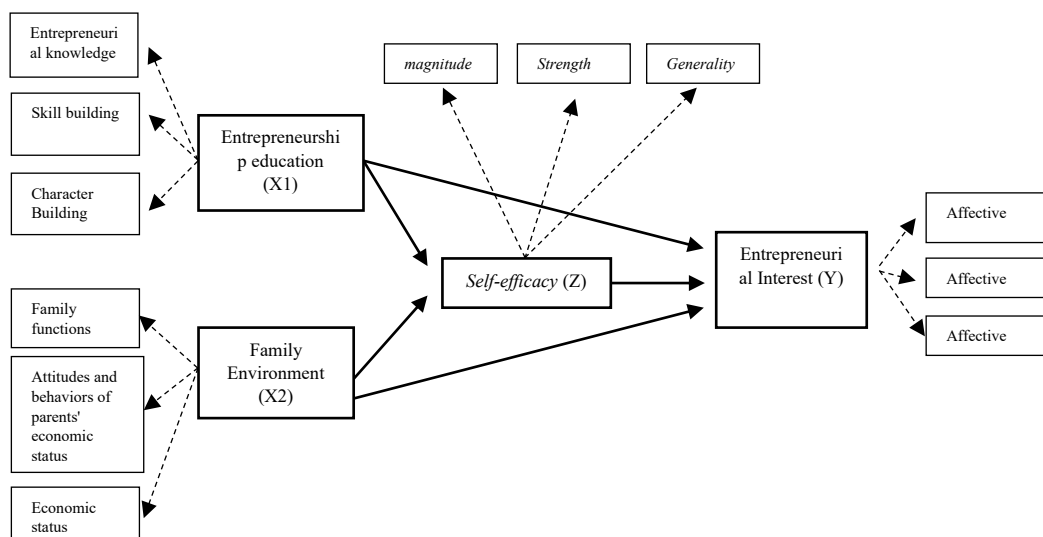


Figure 2. Research design

The independent variables in this study are entrepreneurship education (X1), family environment (X2), intervening variable Self efficacy (Z), and entrepreneurial interest (Y). The population in this study were class XI students majoring in Digital Business SMK Kediri City. The sample in the study used the slovin formula. In this study, the sampling technique used proportional random sampling. By using sampling techniques sampling can ensure a fair opportunity for each category in the population and by distributing questionnaires in the form of google forms and data analysis techniques using path analysis. Table 1 explains the practical definitions ranging from variables and indicators to a description of each indicator. The following is an explanation of the variables and indicators used in this study:

Table.1 Question Variables and Indicators

No	Variabel, Sumber	Indikator	Instrumen	No. Item
1.	Entrepreneurship education (X <sub>1</sub> ) (Carda et al., 2016) (Hansemark, 1998) Lekoko, et al., (2012)	Entrepreneurial knowledge	Increased knowledge about entrepreneurship	1
		Formation of entrepreneurial skills	Increasing entrepreneurial skills and abilities	2
			Improvement in the generation of creative ideas	3
			increasing innovation capabilities	4
		Formation of entrepreneurial character	entrepreneurship as a career choice	5
			Increased self-efficacy	6

2.	Family Environment ( $X_2$ ) (Slameto, 2010)	How to educate parents	Principles of parental teaching	7		
			Praise from parents when achieving achievements	8		
			Educate parents when faced with a mob	14		
		Relations between family members	Maintaining communication	9		
			Instilling a sense of caring for fellow family members	10		
		Home atmosphere	Nice home atmosphere	11		
		Family economic situation	Parents' ability to provide facilities	15		
		Understanding parents	Desire to be noticed by parents	16		
			Parental monitoring while at school	17		
		3.	Self-efficacy ( $Z$ ) (Bandura, 1997)	Cultural background	Parents' desire for higher education	18
magnitude	Able to identify opportunities				19	
Strength	Able to identify opportunities			20		
	Utilization of networks to support business			21		
	Utilization of good communication skills			22		
Generality	Optimism about his potential to be implemented			23		
	Confidence in one's ability to achieve business goals			24		
4.	Interest in entrepreneurship ( $Y$ ) (Armitage, and Conner dalam linan and Chen., 2009)			desire	Willing to make sacrifices to become an entrepreneur	25
					A great desire to become an entrepreneur	26
				Self-prediction	The desire to make every effort to become an entrepreneur in the future	27
		Determination to own a company in the future	28			
		Behavioral intentions	Seriousness in thinking about and implementing business	29		
			Great desire to immediately set up a company	30		

Source: Raw data processed by researchers, 2024

## Results and Discussion

Table 2 Results of The T Test of Direct Influence Between Variables

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3,055	1,418		2,155	0,032
Entrepreneurship Education (X1)	0,485	0,081	0,412	5,974	0,000
Family Environment (X2)	0,149	0,036	0,282	4,097	0,000
(Constant)	1.408	1.175		1.198	0.232
Entrepreneurship Education (X1)	0.304	0.072	0.265	4.221	0.000
Family Environment (X2)	0.157	0.31	0.305	5.071	0.000
Self Efficacy (Z)	0.320	0.058	0.327	5.516	0.000

Source: Raw data processed by researchers, 2024

**H1: Direct Effect of Entrepreneurship Education (X1) on Self Efficacy (Z)**

Based on table 2, it can be concluded that entrepreneurship education shows a t count of 5.974 > t table 1.971 and the significance of t is 0.000 ≤ 0.05 so that it can be stated that H0 is rejected and H1 is accepted, this concludes that the entrepreneurship education variable has a direct effect on self-efficacy and H1 is proven in the results this test. So variable X1 has a significant effect on variable Z and has a positive influence between variables.

**H2: Direct influence of family environment (X2) on self-efficacy (Z)**

Based on table 2, it can be concluded that the family environment shows a t count 4.097 > t table 1.971 and the significance of t is 0.000 ≤ 0.05 so that it can be stated that H0 is rejected and H2 is accepted, this concludes that the Family Environment variable has a direct effect on self-efficacy and H2 is proven in the results this test. So variable X2 has a significant effect on variable Z and has a positive influence between variables.

**H3: Direct influence of Entrepreneurship Education (X1) on Entrepreneurial Interest (Y)**

Based on table 2, it can be concluded that entrepreneurship education shows a t-count of 4.221 > t- table 1.971 and the significance of t is 0.000 ≤ 0.05 so that it can be stated that H0 is rejected and H3 is accepted, this concludes that the variable Entrepreneurship Education has a direct effect on Entrepreneurial Interest and H3 is proven in the results this test. So variable X1 has a significant effect on variable Y and has a positive influence between variables.

**H4: Direct influence of family environment (X2) on interest in entrepreneurship (Y)**

Based on table 2, it can be concluded that the family environment shows a t value t-count 5.071 > t table 1.971 and the significance of t is 0.000 ≤ 0.05 so that it can be stated that H0 is rejected and H4 is accepted, this concludes that the Family Environment variable has a direct effect on Entrepreneurial Interest and H4 is proven in the results this test. So variable X2 has a significant effect on variable Y and has a positive influence between variables.

**Direct influence of Self Efficacy (Z) on Entrepreneurial Interest (Y)**

Based on table 2, it can be concluded that self-efficacy shows a t-table of 5.516 > t table 1.971 and the significance of t is 0.000 ≤ 0.05 so that it can be stated that H0 is rejected



and H5 is accepted, this concludes that the Self Efficacy variable has a direct influence on Entrepreneurial Interest and H5 is proven in the results this test. So variable Z has a significant effect on variable Y and has a positive influence between variables.

Table 3. Indirect Influence

No.	Variabel	t statistik	Std.error	p value
1	X1 to Y through Z	4,057	0,03825106	0,00004962
2	X2 to Y through Z	3.31083	0,0144012	0,00093018

Source: Raw data processed by researchers, 2024

#### *Indirect influence of Entrepreneurship Education (X1) through Self Efficacy (Z) on Entrepreneurial Interest (Y)*

Based on the results of the Sobel test calculation above, it shows a t-count 4.057 > t-table 1.971. So, it can be concluded that in this study the Entrepreneurship Education variable has an indirect influence on Entrepreneurship Interest through Self Efficacy and the Self Efficacy variable is able to mediate Entrepreneurship Education on Entrepreneurship Interest. Testing shows that these results accept hypothesis H6 in this study.

#### *Indirect influence of family environment (X2) through self-efficacy (Z) on entrepreneurial interest (Y)*

Based on the results of the Sobel test calculation above, it shows a t-count value of 3,310 > t-table 1,971. So, it can be concluded that in this study the Family Environment variable has an indirect influence on Entrepreneurial Interest through Self Efficacy and the Self Efficacy variable is able to mediate the Family Environment on Entrepreneurial Interest. Testing shows that these results accept hypothesis H7 in this study.

### *Discussion*

#### *The Influence of Entrepreneurship Education (X1) on Self Efficacy (Z)*

Data analysis in Chapter IV shows a positive relationship between entrepreneurship education and self-efficacy, with a t-statistic value of 5.974 > 1.97 and a significance of  $t$  of  $0.000 \leq 0.05$ . The opinion that entrepreneurship education directly and significantly influences self-efficacy is supported in this research.

Research conducted at class XI Digital Business Skills Competency Vocational School in Kediri City shows that students' self-efficacy greatly increases with entrepreneurship education. Researchers observed how students' development from year to year gained better self-confidence, especially when they finished taking entrepreneurship subjects and then supported by their entrepreneurial practices. According to Boukamcha, (2015) the accumulation of students' learning stages at school can increase students' knowledge and insight, especially regarding entrepreneurship. Bandura's theory (1994) states that the source of self-efficacy consists of four main factors, namely, experience, role models, social invitations, and emotional changes. According to research by Afrianty, (2020),

entrepreneurship education is an important element for forming students' entrepreneurial self-confidence.

Bandura's (1997) Efficacy Theory is a theory that supports the relationship between entrepreneurship education and self-efficacy which also involves the concepts of self-confidence and education. According to this hypothesis, a person's behavior, effort and persistence in achieving goals are influenced by their view of their own talents. Apart from that, Bandura's social learning theory can also be applied, where individuals can learn through observation and interaction with other people.

#### *Influence of Family Environment (X2) on Self Efficacy (Z)*

Data analysis in Chapter IV shows a positive relationship between family environment and self-efficacy, with a t-statistic value of  $4.097 > 1.97$  and a significance of t of  $0.000 \leq 0.05$ . The opinion that the family environment directly and significantly influences self-efficacy is supported in this research. Therefore, it can be concluded that self-efficacy is positively and significantly influenced by the family environment. This conclusion is in accordance with the results of research conducted by Indriyani & Subowo, (2019) which shows that there is a positive and significant influence of the family environment on self-efficacy.

The main environment for children is the family and the first education is also obtained from the family environment. Meanwhile, self-efficacy is also a form of a person's self-confidence to solve problems. The family can also provide material and non-material support, and can foster a spirit of courage in the person. This is in line with research conducted by researchers on how the role of the family greatly influences students' self-confidence in making decisions, especially in entrepreneurial decisions.

One theory that supports the relationship between the family environment and self-efficacy is the Self-Efficacy Theory (1997) by Bandura, according to the idea that self-efficacy is belief in one's own ability to carry out certain actions or achieve certain goals. A person's belief in their ability to control situations and produce favorable outcomes is known as self-efficacy.

#### *The influence of entrepreneurship education (X1) on interest in entrepreneurship (Y)*

Data analysis in Chapter IV shows a positive relationship between entrepreneurship education and interest in entrepreneurship, with a t-statistic value of  $4,221 > 1.97$  and a significance of t of  $0.000 \leq 0.05$ . The opinion that entrepreneurship education directly and significantly influences interest in entrepreneurship is supported in this research. Therefore, it can be concluded that entrepreneurship education is positively and significantly influenced by interest in entrepreneurship. This conclusion is in accordance with the results of research conducted by Rembulan & Fensi, (2018) which stated that from the results of the research conducted, encouragement from higher education institutions and support for entrepreneurship courses had a significant effect on students' interest in entrepreneurship. This needs to be followed up by creating a business incubator in a university so that the knowledge that has been received can be directly applied in the real world.

Attitude Theory or known as the Theory of Planned Behavior from Icek Ajzen (1991) is a theory that supports the relationship between entrepreneurship education and interest in

entrepreneurship which also involves the concepts of interest and education. And social cognitive theory by Bandura (1997) which emphasizes observing and learning about the environment, so that entrepreneurship education can be an important supporting factor in forming self-confidence, abilities and the emergence of motivation for entrepreneurship..

*The influence of family environment (X2) on interest in entrepreneurship (Y)*

Data analysis in Chapter IV shows a positive relationship between the family environment and interest in entrepreneurship, with a t-statistic value of  $5,071 > 1.97$  and a t-significance of  $0.000 \leq 0.05$ . The opinion that the family environment directly and significantly influences interest in entrepreneurship is supported in this research. Therefore, it can be concluded that the family environment is positively and significantly influenced by interest in entrepreneurship. This conclusion is in accordance with the results of research conducted by Wahyuningsih, (2020) which states that the regression coefficient for the family environment variable ( $b_2$ ) is 0.286, meaning that every family environment influences students' interest in entrepreneurship.

The higher the family environment, the higher the student's interest in entrepreneurship, and vice versa. Apart from that, the influence of the family environment on interest in entrepreneurship shows significant results. The results of the descriptive analysis also show that in this study the family environment is in the good or supportive category. The results of the research above are relevant to the Theory of Planned Behavior (TPB) that entrepreneurial decisions are influenced by one external factor, namely the family environment. With these family environmental factors, students' interest in entrepreneurship will be high because of encouragement from the family. This theory is also in line with the statement of Agusmiati & Wahyudin, (2019) that entrepreneurial interest develops in a person if the environment is supportive because interest is formed from the environment.

*The Influence of Self Efficacy (Z) on Entrepreneurial Interest (Y)*

Data analysis in Chapter IV shows a positive relationship between self-efficacy and interest in entrepreneurship, with a t-statistic value of  $5.516 > 1.97$  and a significance of  $t$  of  $0.000 \leq 0.05$ . Opinions about self-efficacy directly and significantly influence entrepreneurial interest are supported in this research. Therefore, it can be concluded that the family environment is positively and significantly influenced by interest in entrepreneurship. This conclusion is in accordance with the results of research conducted by Putry et al., (2020) which states that self-efficacy has a positive effect on interest in entrepreneurship.

Digital Business Vocational School students in Kediri City have the opportunity to expand their knowledge and confidence in entrepreneurship. Students can develop knowledge, abilities, creativity and self-confidence in an entrepreneurial environment through teacher-guided business proposal competitions, entrepreneurial vocational school programs, and other entrepreneurial activities. Students can start by designing products, marketing and exhibiting their own work, students can train their self-confidence from this. According to Astri & Latifah, (2018) the entrepreneurial process consists of a series of entrepreneurial activities that have various levels of difficulty. Students who carry out this process need the strength of belief in their abilities that they are able to carry out the process.

According to Bandura's (1997) self-efficacy theory, these results are in line with the theory. argues that a person's belief in their capacity to achieve a particular scenario or action will influence how motivated and interested they are in carrying it out. This is especially true for students.

*Indirect Influence of Entrepreneurship Education (X1) on Entrepreneurial Interest (Y) through Self Efficacy (Z)*

We tested the sixth hypothesis and found that self-efficacy acts as a bridge between entrepreneurial education and a person's interest in becoming an entrepreneur. This is an indirect effect  $t_{count} 4.057 > t_{table} 1.971$ . So it can be concluded that in this study the Entrepreneurship Education variable has an indirect influence on Entrepreneurship Interest through Self Efficacy and the Self Efficacy variable is able to mediate Entrepreneurship Education on Entrepreneurship Interest. Testing shows that these results accept hypothesis H6 in this study. This conclusion is in accordance with research conducted by Mahmud & Sa'adah, (2019) which states that self-efficacy and motivation mediate the influence of entrepreneurship education on students' interest in entrepreneurship..

One of the subjects in class XI Digital Business Vocational School in Kediri City is the subject "Entrepreneurship". This means that if students want to develop their business products, students need to understand each category of material in this subject. The results of this research are in line with research conducted by Lestari & Sukirman, (2020) which states that self-efficacy is able to mediate the influence of entrepreneurship education and family environment on interest in entrepreneurship.

The results of this research are in accordance with Bandura's (1997) theory which states that self-confidence in one's ability to succeed in an action will influence the level of student interest in carrying out an action. Entrepreneurship education is included in the subjective norm component in accordance with the Theory of Planned Behavior by Ajzen which states that subjective norms are a person's perception of social pressure to do or not do certain behavior..

*Indirect Influence of Family Environment (X2) on Entrepreneurial Interest (Y) through Self Efficacy (Z)*

We tested the seventh hypothesis and found that self-efficacy acts as a bridge between the family environment and a person's desire to become an entrepreneur. This is an indirect effect  $t_{count} 3.301 > t_{table} 1.971$ . So it can be concluded that in this study the family environment variable has an indirect influence on interest in entrepreneurship through Self Efficacy and the Self Efficacy variable is able to mediate the family environment on interest in entrepreneurship. Testing shows that these results accept hypothesis H7 in this study. This conclusion is in accordance with the results of research conducted by Anand & Meftahudin, (2020) which states that family environment variables have a positive effect on interest in entrepreneurship directly so that H1 in this study is accepted.

Interest in entrepreneurship can also be influenced by the family environment. The family is the first place to be educated and raised. Parents are the first to provide knowledge and teachings, therefore, the family has an influence on the development of each child,

especially in the economic situation of the household and the ability of parents to care for their children. Interest in becoming an entrepreneur can be seen in terms of parents' employment factors. Parents who have their own business tend to have a dominant child with a high interest in entrepreneurship. As in this research, the majority of families of digital business competency vocational school students have their own businesses, so students tend to be interested in continuing their family-owned businesses or developing their own businesses. This is in line with the results of research conducted by Nisa & Murniawaty, (2020) which states that the family environment influences interest in entrepreneurship by 4.93%, the remainder is influenced by entrepreneurial knowledge and personal attributes..

## **Conclusion**

Based on the research results, it has been found that. Entrepreneurship education has a direct effect on self-efficacy. Family environment has a direct influence on self-efficacy. Self-efficacy has a direct effect on interest in entrepreneurship. Entrepreneurship education has a direct effect on interest in entrepreneurship. Family environment has a direct influence on interest in entrepreneurship. Entrepreneurship education has an indirect effect on interest in entrepreneurship through self-efficacy. The family environment has an indirect effect on interest in entrepreneurship through self-efficacy. Based on the findings in this research, schools should pay more attention to the facilities and infrastructure supporting entrepreneurship education to develop students' innovation and creativity abilities through entrepreneurship subject teachers to motivate students to be more enthusiastic and serious about entrepreneurship. Students should not be afraid to start a business even though it is a risk, because if they don't try they will never know the extent of their abilities. Students should also learn a lot about things related to entrepreneurship. To parents of students so that they can increase their attention, provide guidance and motivation as well as monitor their sons and daughters, and at least know their activities while they are at school. For further research, researchers suggest that it is necessary to conduct an in-depth study of entrepreneurship education, family environment, self-efficacy and interest in entrepreneurship among students.

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