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INFLUENCE OF FAMILY SUPPORT AND EDUCATION ON STUDENTS' ENTREPRENEURIAL INTENTIONS VIA INSPIRATION

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ABSTRACT

This study analyzes the influence of family support and entrepreneurship education on the entrepreneurial intention of Faculty of Economics and Business, Universitas Negeri Jakarta 2022 batch students, with entrepreneurial inspiration as a mediator. Using a quantitative survey, data was collected from 132 students online and analyzed with SEM-PLS. Results show that family support and entrepreneurship education positively influence entrepreneurial intention and inspiration. Entrepreneurial inspiration also positively influences entrepreneurial intention. Nevertheless, the mediation effect of inspiration is relatively low. This model has good explanatory and predictive power, emphasizing the importance of family support, education, and inspiration in shaping students' entrepreneurial intention.

Keywords: Family support, Entrepreneurship education, Entrepreneurial intention, Entrepreneurial inspiration

ABSTRAK

Penelitian ini menganalisis pengaruh dukungan keluarga dan pendidikan kewirausahaan terhadap niat berwirausaha mahasiswa Fakultas Ekonomi dan Bisnis, Universitas Negeri Jakarta angkatan 2022, dengan inspirasi kewirausahaan sebagai mediasi. Menggunakan survei kuantitatif, data dikumpulkan dari 132 mahasiswa secara daring dan dianalisis dengan SEM-PLS. Hasil menunjukkan dukungan keluarga dan pendidikan kewirausahaan positif memengaruhi niat dan inspirasi berwirausaha. Inspirasi kewirausahaan juga positif memengaruhi niat berwirausaha. Meski demikian, efek mediasi inspirasi tergolong rendah. Model ini memiliki kekuatan penjelas dan prediksi yang baik, menegaskan pentingnya dukungan keluarga, pendidikan, dan inspirasi dalam membentuk niat berwirausaha mahasiswa.

Kata kunci: Dukungan keluarga, Pendidikan kewirausahaan, Intensi berwirausaha, Inspirasi Kewirausahaan

INTRODUCTION

Indonesia faces a significant economic challenge: high unemployment, ranking first in ASEAN and among the top 50 globally. With a growing population projected to increase until 2030, maximizing job creation through stimulated labor demand is paramount. Entrepreneurship offers a critical solution for national economic resilience and growth (Scarbrough, 2023). Studying entrepreneurship is vital, particularly in developing nations like Indonesia, as it drives innovation, fosters prosperity, and creates jobs (Khalifah, 2023; Adha et al., 2023). However, Indonesia's entrepreneurship ratio is a low 3.35%, significantly trailing

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neighboring countries and developed nations (Khalifah, 2023). This low ratio is concerning given Indonesia's large youth population, especially Gen Z, crucial for the "Golden Indonesia 2045" vision. Survey data shows limited youth involvement in SME ownership (Chauhan et al., 2024), despite widespread digital platform access (Clécio, 2023). The government aims to increase this ratio to 3.95% by 2024, highlighting the urgent need to understand factors influencing entrepreneurial intention (Martínez-Cañas, 2023). Government programs like PMW and P2MW foster student entrepreneurship. This study focuses on university students at the Faculty of Economics and Business (FEB) at Universitas Negeri Jakarta (UNJ) due to their potential contribution.

Existing literature identifies key factors influencing entrepreneurial intention: entrepreneurship education (Davis et al., 2023; Huff et al., 2023), entrepreneurial inspiration (Kim et al, 2021), and family support (Price, 2024). While initial data from FEB UNJ's "Wirawiri" program indicates student interest in entrepreneurship, tracer study data reveals a concerning downward trend in graduates choosing entrepreneurship (Narmaditya et al., 2023). This suggests formal education alone may not suffice, and the influence of family support and its role in fostering inspiration needs closer examination. A research gap persists in understanding the integrated interplay of these factors. Previous studies often omitted key variables: Suratno et al. (2021) explored entrepreneurial intention, economic education, and family support but did not include entrepreneurial inspiration; Christensen et al. (2023) focused on education, mental adaptability, and self-confidence regarding new products but overlooked parental support and entrepreneurial inspiration.; Adha et al. (2023) examined family support and entrepreneurial training but did not discuss entrepreneurial inspiration; and Khalifah et al. (2023) studied entrepreneurship education and entrepreneurial inspiration but did not address family support.. This fragmented approach limits a comprehensive understanding of how these variables collectively influence entrepreneurial intention, particularly inspiration's mediating role. Therefore, this study's novelty lies in developing and empirically testing a unified model that integrates family support, entrepreneurship education, and entrepreneurial inspiration to collectively explain entrepreneurial intention, specifically examining entrepreneurial inspiration as a key mediator.

Drawing upon the Theory of Planned Behavior (TPB) (Ajzen, 1991) and Social Cognitive Theory (SCT) (Bandura, 2001), this research proposes a more comprehensive model. This study posits that entrepreneurial inspiration serves as a key mediator, translating the influences of family support and entrepreneurship education into an individual's drive to pursue entrepreneurship. The state of the art is the development and empirical testing of a unified model integrating family support, entrepreneurship education, and entrepreneurial inspiration to collectively explain entrepreneurial intention. This offers a more nuanced understanding of the psychological and social dynamics in forming entrepreneurial aspirations. Therefore, this study empirically analyzes the direct and indirect influences of family support and entrepreneurship education on entrepreneurial intention, specifically examining the mediating role of entrepreneurial inspiration among students at the Faculty of Economics and Business, Universitas Negeri Jakarta. By addressing the identified research gap and integrating these variables within a comprehensive theoretical framework, this study offers significant novelty and contribution. It aims to provide deeper insights into entrepreneurial intent formation, informing more effective educational programs and policy interventions to foster a robust entrepreneurial ecosystem and help tackle youth unemployment in Indonesia.

LITERATURE REVIEW

Entrepreneurial Intention

Entrepreneurial intention is fundamentally an internal commitment reflecting an individual's readiness and determination to engage in entrepreneurial behavior (Bird, 1988).

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Rooted in the Theory of Reasoned Action (TRA), it signifies a strong inclination to act, influenced by one's attitude towards the behavior and subjective norms from important others (Fishbein, 1975). This concept encompasses a strong desire to initiate and sustain a business, serious planning, a firm decision to launch, and a willingness to expend maximum effort and resources to achieve defined professional goals (Nguyen et al, 2021). Thus, entrepreneurial intention is the crucial link between thought and action in the entrepreneurial journey.

Family support

Family support refers to the multifaceted assistance, both practical and emotional, provided by the smallest primary social group—the family—to its individual members (Fakhrou et al., 2023). This support system, encompassing emotional care, tangible aid, information and guidance, and positive recognition, functions to foster a stable and nurturing environment (Jiang, 2024). Essentially, family support is the critical primary mechanism through which individuals gain a sense of security, build self-esteem, and receive the resources necessary for personal growth and social integration (Huff et al., 2023). It is fundamental to the formation of an individual's personality, mindset, and initial social development (Ibnu Shina, 2023).

Entrepreneurial Education

Entrepreneurship education is a structured learning process designed to cultivate entrepreneurial traits and skills, moving beyond mere theory to incorporate practical, hands-on experience (Wibowo et al., 2022). Its core objective is to empower individuals, particularly students, with the mindset, knowledge, and abilities to identify opportunities, develop business plans, and overcome challenges (Amofah et al., 2022). This education focuses on building self-belief, fostering positive attitudes, enhancing innovation and creativity, and ultimately, building a strong entrepreneurial intention by internalizing entrepreneurial values and experiences (Saptono et al., 2021). It is comprehensively measured by an individual's entrepreneurial attitudes, entrepreneurial knowledge, and entrepreneurial skills (Bernal-Guerrero et al, 2024).

Entrepreneurial Inspiration

Entrepreneurial inspiration, viewed through the lens of Social Cognitive Theory (SCT) (Bandura, 2001), describes how individuals develop motivation and self-efficacy for entrepreneurship through observation and social interaction. This involves learning from role models—be they professors, external speakers, successful entrepreneurs, or even classmates—whose behaviors and successes spark interest and bolster belief in one's own capabilities (Nguyen et al., 2021). Consequently, inspiration acts as a powerful driver, enhancing optimism and creativity, and is crucial for translating educational exposure and external influences into a concrete intention to engage in entrepreneurial activities (Wang et al., 2022). From the the conceptual definitions of variables above, the researcher formulates the following hypothesis:

METHOD

This This study uses a quantitative approach to determine the effect of parental support and entrepreneurship education on entrepreneurial intention, mediated by entrepreneurial inspiration (See Figure 1). A quantitative approach tests relationships between variables, identifies patterns, and supports research generalizations (Rachman et al., 2019). The research took place at the Faculty of Economics and Business, Universitas Negeri Jakarta (FEB UNJ), chosen for its alignment with the research topic and the observed low entrepreneurial intention among its students. Data collection employed a survey method, distributing online questionnaires via Google Forms using a Likert scale to undergraduate students from FEB

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UNJ's 2022 batch. The population comprised all FEB UNJ 2022 batch students who participated in the "Wirawiri" program, chosen for their direct relevance to the research variables. A proportional stratified random sampling technique determined the sample size, calculated using the Isaac and Michael formula to be 132 students. Each variable's instrument included specific indicators: entrepreneurial intention determined to create a firm, professional goal, seriously thought, firm intention to start a firm, to do anything, every effort (Ibnu Shina, 2023). entrepreneurship education entrepreneurial attitudes, knowledge, and skills (Bernal-Guerrero et al., 2024). family support appraisal/reward, emotional, informational support, and self-confidence (Nguyen et al., 2021), and entrepreneurial inspiration views of a professor, external speaker, entrepreneurs, and classmates (Nguyen et al., 2021).

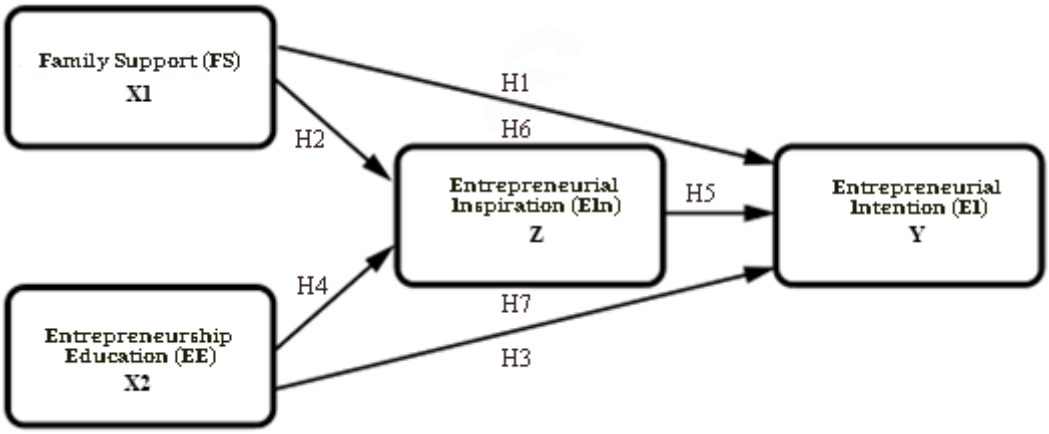

Figure 1. Theoretical Framework
Source: Processed by researcher (2025)

Data analysis utilized Structural Equation Modelling Partial Least Squares (SEM-PLS) with Smart PLS software, selected for its flexibility with smaller samples, non-normally distributed data, and its ability to analyze abstract variables and complex relationships (Bayonne et al, 2020). The analysis sequence involved testing the Measurement Model (Outer Model) for convergent and discriminant validity and reliability. The Structural Model (Inner Model) assessed latent variable relationships using Bootstrapping, including tests for multicollinearity, direct effects, and mediation effect. The study also evaluated both model explanatory power (R^2, Q^2) and predictive power (PLS Predict).

RESULTS AND DISCUSSION

Descriptive Data

The study collected data from 132 FEB UNJ 2021 batch students who participated in the Wirawiri program. Based on Table 1, the majority of respondents were female (76.52%), with male students comprising 23.48%. Most students participated in Wirawiri in 2024 (53.79%), compared to 2023 (46.21%). Regarding study programs, S1 Economic Education (53.79%) had the largest representation, followed by D4 Digital Marketing (17.42%) and S1 Digital Business (13.64%), while several programs had no respondents.

Table 1. Respondent Characteristics

Description		Number of Samples	Percentage
Gender	Female	101	76,52%
	Male	31	23,48%
Wirawiri Year	2023	61	46,21%
	2024	71	53,79%

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Description		Number of Samples	Percentage
Study Program	S1 Office Administration Education	0	0,00%
	S1 Economic Education	71	53,79%
	S1 Business Education	0	0,00%
	S1 Accounting	0	0,00%
	S1 Management	2	1,52%
	S1 Digital Business	18	13,64%
	D4 Digital Office Administration	9	6,82%
	D4 Digital Marketing	23	17,42%
	D4 Public Sector Accounting	9	6,82%

Source : Processed by researcher (2025)

Inner Model

The measurement model in this study was thoroughly evaluated and found to be highly valid and reliable. All indicators consistently measured their intended concepts, with outer loadings above 0.7**.** Based on Table 2, each concept also explained a significant amount of variance within itself, as shown by AVE values above 0.5**.** Furthermore, the internal consistency of all concepts was excellent, with Composite Reliability and Cronbach's Alpha values well above 0.7**.** This confirms the quality and trustworthiness of the research instrument**.**

Table 2. Validity and Reliability

Construct	Item	Outer Loading	CR	Cronbach Alpha (α)	AVE
Family Support (FS)	FS_1	0,8	0,933	0,914	0,7
	FS_2	0,8			
	FS_3	0,9			
	FS_4	0,9			
	FS_5	0,9			
	FS_6	0,8			
	FS_7	0,8			
Entrepreneurship Education (EE)	EE_1	0,9	0,927	0,905	0,68
	EE_2	0,8			
	EE_3	0,9			
	EE_4	0,9			
	EE_5	0,7			
Entrepreneurial Inspiration (EIn)	EIn_1	0,9	0,921	0,885	0,747
	EIn_2	0,9			
	EIn_3	0,8			
	EIn_4	0,8			
Entrepreneurial Intention (EI)	EI_1	0,7	0,924	0,901	0,672
	EI_2	0,9			
	EI_3	0,8			
	EI_4	0,9			
	EI_5	0,8			
	EI_6	0,8			

Source : Processed by researcher (2025)

Multicollinearity Test (Inner VIF)

The multicollinearity test confirmed no issues, Based one Table 3, as all VIF coefficients were below 5 (Family Support: 1.600 and 1.382; Entrepreneurship Education: 1.948 and 1.382; Entrepreneurial Inspiration: 2.154). This indicated that the regression model was stable and valid for analyzing entrepreneurial intention.

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Table 3. VIF coefficient

	I	IK	FS	PK
Entrepreneurial Intention (EI)				
Family Support (FS)	1.600	1.382		
Entrepreneurship Education (EE)	1.948	1.382		
Entrepreneurial Inspiration (EIn)	2.154			

Source : Processed by researcher (2025)

Path Coefficient Significance Test

For the path coefficient significance test, Based on Table 4, all relationships between variables were statistically significant (p-value < 0.05). Family Support directly impacted Entrepreneurial Intention (p=0.015) and Entrepreneurial Inspiration (p=0.001). Entrepreneurship Education also had a highly significant effect on both Entrepreneurial Intention (p=0.000) and Entrepreneurial Inspiration (p=0.000). Additionally, Entrepreneurial Inspiration significantly affected Entrepreneurial Intention (p=0.000), highlighting its crucial role.

Table 4. Path Coefficient

Relationship Between Variables	P-Values
Family Support (FS) ➔ Entrepreneurial Intention (EI)	0.015
Family Support (FS) ➔ Entrepreneurial Inspiration (EIn)	0.001
Entrepreneurship Education (EE) ➔ Entrepreneurial Intention (EI)	0.000
Entrepreneurship Education (EE) ➔ Entrepreneurial Inspiration (EIn)	0.000
Entrepreneurial Inspiration (EIn) ➔ Entrepreneurial Intention (EI)	0.000

Source : Processed by researcher (2025)

Model Explanatory Power (R-squared)

The model's explanatory power, measured by R-squared, was strong. Based on Table 5, 74.3% of the variation in Entrepreneurial Intention (R^2=0.743) was explained by Family Support, Entrepreneurship Education, and Entrepreneurial Inspiration. Furthermore, 53.6% of the variation in Entrepreneurial Inspiration (R^2=0.536) was explained by Family Support and Entrepreneurship Education, indicating good predictive capability.

Table 5. R^2 Test Results

Variable	R^2
Entrepreneurial Intention (EI)	0,743
Entrepreneurial Inspiration (EIn)	0,536

Source : Processed by researcher (2025)

Effect Size (f^2)

Base on Table 6, effect size (f^2), Entrepreneurship Education showed a large effect on both Entrepreneurial Intention (0.506) and Entrepreneurial Inspiration (0.409). Entrepreneurial Inspiration had a moderate effect on Entrepreneurial Intention (0.178). Family Support exhibited a small effect on Entrepreneurial Intention (0.067) but a moderate effect on Entrepreneurial Inspiration (0.158).

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Table 6. F^2 Effect Size Test Results

	FS	I	IK	PK
Entrepreneurial Intention (EI)				
Entrepreneurial Inspiration (EIn)		0,178		
Family Support (FS)		0,067	0,158	
Entrepreneurship Education (EE)		0,506	0,409	

Source : Processed by researcher (2025)

Predictive Relevance (Q^2)

Based on Table 7, Q^2 values confirmed the model's good predictive relevance. Entrepreneurial Intention had a Q^2 of 0.486, suggesting strong predictive power, while Entrepreneurial Inspiration had a Q^2 of 0.39, indicating moderate to strong predictive power. Since both Q^2 values were greater than 0, the model effectively predicted the variation in the dependent variables.

Table 7. Q^2 Test Results

Variable	Q^2
Entrepreneurial Intention (EI)	0,486
Entrepreneurial Inspiration (EIn)	0,39

Source : Processed by researcher (2025)

Model Predictive Power (PLS Predict)

The PLS Predict analysis (Table 8) assesses the model's predictive capability by comparing the Q^2_predict values of the PLS model against a linear model (LM). Out of 10 indicators, 6 indicators (EIn_3, EI_2, EI_3, EI_4, EI_5, and EI_6) showed higher Q^2_predict values in the PLS model compared to the LM model. Specifically, EIn_3 (0.316 vs 0.294), EI_2 (0.488 vs 0.474), EI_3 (0.383 vs 0.311), EI_4 (0.554 vs 0.553), EI_5 (0.504 vs 0.406), and EI_6 (0.361 vs 0.334) were accurate. Since more PLS model Q^2_predict values were higher than the LM model, the overall predictive power of the model is categorized as moderate. This suggests the PLS model has a reasonably good, though improvable, predictive ability.

Table 8. PLS Predict

	Model PLS		Model LM		Description
	RMSE	Q^2_predict	RMSE	Q^2_predict	
EIn_1	0,761	0,423	0,546	0,703	Less Accurate
EIn _2	0,740	0,444	0,614	0,616	Less Accurate
EIn _3	0,754	0,316	0,766	0,294	Accurate
EIn _4	0,873	0,325	0,795	0,441	Less Accurate
EI_1	0,752	0,431	0,711	0,492	Less Accurate
EI_2	0,742	0,488	0,753	0,474	Accurate
EI _3	0,881	0,383	0,931	0,311	Accurate
EI _4	0,634	0,554	0,635	0,553	Accurate
EI _5	0,650	0,504	0,711	0,406	Accurate
EI _6	0,908	0,361	0,928	0,334	Accurate

Source : Processed by researcher (2025)

Discussion

Direct Effect

H1: Effect of Family Support (FS) on Entrepreneurial Intention (EI)

Based on Table 9, the path coefficient indicates a value of 0.166, t-statistics of 2.562 > 1.96, and a P-value of 0.000 < 0.05. Thus, it can be concluded that the family support variable has a positive and significant effect on entrepreneurial intention. Family support significantly influences entrepreneurial intention, a finding consistent with studies by Annisa et al.

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(2021)and reinforced by Chauhan et al. (2024). This is logical as family backing provides security, psychological comfort, and motivation, boosting an individual's confidence to take risks and pursue business ventures, including offering financial or material aid. Further, Wibowo et al. (2022) Indonesian research highlights the family's role in shaping personality and providing career advice, serving as a significant motivator for entrepreneurial intent among students.

H2: The Effect of Family Support (FS) on Entrepreneurial Inspiration (EIn)

Based on Table 9, the path coefficient indicates a value of 0.318, t-statistics of 3.565 > 1.96, and a P-value of 0.000 < 0.05. Thus, it can be concluded that the family support variable has a positive and significant effect on entrepreneurial inspiration. Family support not only directly impacts entrepreneurial intention but also crucially fosters the inspiration needed to spark such endeavors. Students feeling family support are more receptive to positive external influences, including from entrepreneurs and educational experiences. This aligns with Ramli et al. (2024) findings that family support significantly influences entrepreneurial inspiration by providing valuable information, guidance, and advice, helping individuals understand opportunities and challenges (Annisa et al., 2021).

H3: Effect of Entrepreneurship Education (EE) on Entrepreneurial Intention (EI)

Based on Table 9, the path coefficient indicates a value of 0.503, t-statistics of 6.822 > 1.96, and a P-value of 0.000 < 0.05. Thus, it can be concluded that the entrepreneurship education variable has a positive and significant effect on entrepreneurial intention. Entrepreneurship education significantly strengthens entrepreneurial intention by equipping students with essential knowledge and skills, directly impacting their perceived behavioral control (Ajzen, 1991). Studies by Morton et al. (2016) and Hasan et al. (2022) confirm that these programs, through theory and practical experience, build self-confidence and foster positive entrepreneurial attitudes. This aligns with António et al. (2023) findings that well-designed entrepreneurship education cultivates positive intentions and develops key psychological characteristics for aspiring entrepreneurs.

H4: The Effect of Entrepreneurship Education (EE) on Entrepreneurial Inspiration (EIn)

Based on Table 9, the path coefficient indicates a value of 0.513, t-statistics of 5.77 > 1.96, and a P-value of 0.000 < 0.05. Thus, it can be concluded that the entrepreneurship education variable has a positive and significant effect on entrepreneurial inspiration. Wibowo (2022) supports these findings, indicating that entrepreneurship education directly influences entrepreneurial intent and also does so by enhancing knowledge and inspiration. This inspiration provides a crucial impetus in shaping students' future interest in becoming entrepreneurs. Furthermore, Wang et al. (2022)found that entrepreneurial inspiration plays a significant mediating role in boosting student creativity, which is vital for generating innovative business ideas.

H5: Effect of Entrepreneurial Inspiration (EIn) on Entrepreneurial Intention (EI)

Based on Table 9, the path coefficient indicates a value of 0.314, t-statistics of 4.005 > 1.96, and a P-value of 0.000 < 0.05. Thus, it can be concluded that the entrepreneurial inspiration variable has a positive and significant effect on entrepreneurial intention. Shanyong (2020) support these findings, demonstrating that inspiration drawn from successful entrepreneurs significantly impacts students' entrepreneurial intention. When inspired, students not only harbor a greater desire to launch businesses but also exhibit increased motivation to overcome potential challenges. This shows how role models can directly fuel both the intent and perseverance necessary for entrepreneurship.

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Table 9. Direct Influence Test

Hypothesis	Path Coeficient	SE	T statistics	95% Interval Path Coefficient		P values	F Square	conclusion
				Lower Limit	Upper Limit			
H_1. Family Support ➜ Entrepreneurial Intention	0,166	0,065	2,417	0,061	0,312	0.000	0,067	Accepted
H_2. Family Support ➜ Entrepreneurial Inspiration	0,318	0,089	3,398	0,162	0,504	0.000	0,158	Accepted
H_3. Entrepreneurship Education ➜ Entrepreneurial Intention	0,503	0,074	6,772	0,156	0,464	0.000	0,178	Accepted
H_4. Entrepreneurship Education ➜ Entrepreneurial Inspiration	0,513	0,089	5,939	0,353	0,639	0.000	0,506	Accepted
H_5. Entrepreneurial Inspiration ➜ Entrepreneurial Intention	0,314	0,078	3,841	0,324	0,664	0.000	0,409	Accepted

Source : Processed by researcher (2025)

Indirect Effect

H6: The indirect path from Family Support (FS) ➜ Entrepreneurial Inspiration (EIn) ➜ Entrepreneurial Intention (EI)

Based on Table 10, H6 has a path coefficient of 0.1, with a t-statistic of 3.106 > 1.96 and a p-value of 0.002. Given that the LL and UL values for this relationship are greater than 0, Entrepreneurial Inspiration indeed mediates the relationship between Family Support and Entrepreneurial Intention among FEB UNJ students; however, the Upsilon V value of 0.01 indicates this mediation effect is low. Family support cultivates entrepreneurial inspiration, which in turn contributes to increased entrepreneurial intention among students. While inspiration's mediating effect might not be dominant, its presence suggests that fostering sources of inspiration, such as encouraging engagement with successful entrepreneurs or seminars, can also boost entrepreneurial intent through family support (Huang et al., 2020). Thus, family support significantly influences entrepreneurial intention via entrepreneurial inspiration (H6).

H7: The indirect path from Entrepreneurship Education (EE) ➜ Entrepreneurial Inspiration (EIn) ➜ Entrepreneurial Intention (EI)

Based on Table 10, H7 has a path coefficient of 0.161, with a t-statistic of 2.841 > 1.96 and a p-value of 0.005, also showing a significant effect. Since the LL and UL values for this relationship are greater than 0, Entrepreneurial Inspiration does mediate the relationship between Entrepreneurship Education and Entrepreneurial Intention among FEB UNJ students; however, the Upsilon V value of 0.03 is still considered low. This implies that entrepreneurship education likely exerts a stronger direct influence on entrepreneurial intention. This direct effect is achieved by equipping students with practical knowledge and skills, thereby directly enhancing their readiness to start a business, consistent with perceived behavioral control in the Theory of Planned Behavior (Ajzen, 1991).

Table 10. Mediation Effect Test

Hypothesis	Path Coeficient	SE	T statistics	95% Interval Path Coefficient		P values	Upilon V	conclusion
				Lower Limit	Upper Limit			
H_6. FS ➜ EIn ➜ EI	0,1	0,032	3,106	0,044	0,17	0.002	0,01	Accepted
H_7. EE ➜ EIn ➜ EI	0,161	0,057	2,841	0,061	0,282	0.005	0,03	Accepted

Source : Processed by researcher (2025)

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CONCLUSION AND RECOMMENDATION

Conclusion

This research confirmed the validity and reliability of its measurement tools. It identified positive relationships between family support, entrepreneurship education, and entrepreneurial inspiration among FEB UNJ students, all demonstrating a positive influence on entrepreneurial intention. While family support's direct effect on intention was minor, its influence on inspiration was moderate. Entrepreneurship education additionally exerted a moderate direct effect on intention and substantially enhanced inspiration, which, in turn, significantly influenced entrepreneurial intention. Overall, the theoretical model exhibited moderate predictive power.

These findings underscore the critical importance of supportive families, effective entrepreneurship education, and fostering entrepreneurial inspiration to cultivate students' entrepreneurial intent. Educational institutions are thus advised to prioritize strengthening entrepreneurship curricula. This includes emphasizing practical, experiential learning to provide students with essential real-world exposure. Fostering stimulating learning environments is also vital; educators should actively facilitate mentorship programs and invite successful entrepreneurs to stimulate student entrepreneurial inspiration. Although family support is beneficial, its direct impact on entrepreneurial intention is less pronounced, suggesting institutions explore and develop additional effective factors to cultivate student entrepreneurial drive.

Recommendation

For policymakers, recognizing entrepreneurship education programs as a national priority is paramount. This necessitates providing comprehensive support to universities, securing funding, and enabling student access to broader entrepreneurial ecosystems. Programs should target holistic development—nurturing positive attitudes, practical knowledge, and relevant skills. Furthermore, optimizing media's role is instrumental in disseminating inspiring entrepreneurial stories, thereby broadening public interest and motivation in entrepreneurship.

This study exhibited specific limitations, focusing solely on students from one faculty, one university, and a single academic batch. Furthermore, the investigation was confined to external factors influencing entrepreneurial intention. For future research, expanding the scope to multiple universities or academic batches will yield more generalizable results. Incorporating internal factors would also provide more comprehensive insights, and exploring different methodological approaches may offer valuable alternative perspectives.

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