Jurnal Pendidikan Ekonomi, Perkantoran, dan Akuntansi
E-ISSN: 2722-9750
Volume 6 No. 1 (2025)

FAMILY ENVIRONMENT AND ENTREPRENEURIAL MOTIVATION AS PREDICTORS OF ENTREPRENEURIAL INTEREST AMONG VOCATIONAL STUDENTS IN EAST JAKARTA

Marthina Selsa Sirait
Faculty of Economics and Business, Universitas Negeri Jakarta, Indonesia
Email: martsirait0409@gmail.com

Dewi Nurmala Sari
Faculty of Economics and Business, Universitas Negeri Jakarta, Indonesia
Email: dewi_nurmalasari@unj.ac.id

Ati Sumiati
Faculty of Economics and Business, Universitas Negeri Jakarta, Indonesia
Email: ati-sumiati@unj.ac.id

ABSTRACT
This study aims to determine the influence of family environment and entrepreneurial motivation on entrepreneurial interest of vocational high school students in East Jakarta. The method used is a quantitative survey with proportionate stratified random sampling technique based on the Isaac and Michael formula, resulting in a sample of 138 students from a total of 216 students of grades X and XI majoring in Office Management and Business Services at SMKN 40, 48, and 50 Jakarta. Data analysis was carried out using SEM (Structural Equation Modeling) with the help of SmartPLS 4.0 software. The test results show that Family Environment and Entrepreneurial Motivation have a positive and significant effect on Entrepreneurial Interest. The path coefficient values are 0.495 and 0.518, respectively, with t-statistic > 1.96 and p-value 0.000. Simultaneously, both variables explain 69.4% of the variation in Entrepreneurial Interest (R-square = 0.694).
Keywords: **Family environment, Entrepreneurial interest, Entrepreneurial motivation**

ABSTRAK
Penelitian ini bertujuan untuk mengetahui pengaruh lingkungan keluarga dan motivasi berwirausaha terhadap minat berwirausaha siswa SMK di Jakarta Timur. Metode yang digunakan adalah survei kuantitatif dengan teknik proportionate stratified random sampling berdasarkan rumus Isaac dan Michael, menghasilkan sampel sebanyak 138 siswa dari total 216 siswa kelas X dan XI Jurusan Manajemen Perkantoran dan Layanan Bisnis di SMKN 40, 48, dan 50 Jakarta. Analisis data dilakukan menggunakan SEM (Structural Equation Modeling) dengan bantuan software SmartPLS 4.0. Hasil pengujian menunjukkan bahwa Lingkungan Keluarga dan Motivasi Berwirausaha berpengaruh positif dan signifikan terhadap Minat Berwirausaha. Nilai koefisien jalur masing-masing sebesar 0,495 dan 0,518, dengan t-statistic > 1,96 dan p-value 0,000. Secara simultan, kedua variabel menjelaskan 69,4% variasi Minat Berwirausaha (R-square = 0,694).
Kata kunci: Lingkungan keluarga, Minat berwirausaha, Motivasi berwirausaha

INTRODUCTION
Entrepreneurship has become a global response to economic challenges and employment instability, particularly in the face of rapid technological advancement. Countries such as the United States, the United Kingdom, and Germany have embedded entrepreneurial values into early education, fostering innovation and self-reliance among youth (Junior

Jurnal Pendidikan Ekonomi, Perkantoran, dan Akuntansi, 6 (1), April 2025: 170 – 177
DOI: https://doi.org/10.21009/jpepa.0601.15

Achievement USA, 2023; GEM, 2024/2025). However, Indonesia continues to face low entrepreneurial interest among its youth—only 19.48% choose entrepreneurship after graduation (GoodStats, 2022). This is particularly alarming given Indonesia's population of over 285 million, which intensifies job competition.

Vocational high school (SMK) graduates, who are expected to be job-ready, have consistently recorded the highest unemployment rates, exceeding 9 percent through 2024 (Statistics Indonesia, 2025). This indicates a mismatch between vocational education and industry demands. A preliminary survey at Public vocational high school (SMKN) 48 Jakarta found that only 24 percent of students were interested in entrepreneurship, while the rest were indifferent or hesitant. The same survey also revealed that the\ family environment (82 percent) and entrepreneurial motivation (72 percent) were the main factors influencing interest, more significant than access to capital or macroeconomic factors.

Prior studies provide mixed results. While many confirm the positive influence of entrepreneurial motivation and family support (Chong, 2022; Febiola et al., 2022), others report contradictory outcomes (Agustin & Trisnawati, 2021). These inconsistencies highlight a research gap that this study aims to address by examining both internal (motivation) and external (family environment) predictors of entrepreneurial interest in the context of urban SMK students. The study's novelty lies in combining these factors within a single explanatory model, providing relevant insights for curriculum design and family involvement in entrepreneurship education.

This study is therefore important to empirically analyze how family environment and entrepreneurial motivation influence the entrepreneurial interest of SMK students in East Jakarta. The novelty lies in integrating both internal (motivation) and external (family environment) factors into a single explanatory model, while also addressing local empirical gaps. The research aims to provide insights that can inform curriculum development and family engagement strategies to foster entrepreneurship readiness among vocational students ultimately contributing to job creation and reduced youth unemployment.

LITERATURE REVIEW

Entrepreneurial Interest

Entrepreneurial interest refers to an individual's internal drive and enthusiasm to engage in business activities. It encompasses the willingness to learn, take risks, and develop new ideas. Several scholars such as Wahyudi et al. (2021), Telaumbanua (2023), and Chong (2022) emphasize that entrepreneurial interest involves not just a desire to run a business, but also an intrinsic motivation driven by creativity, innovation, and a sense of satisfaction. It is a psychological aspect that reflects one's excitement in entrepreneurship, often influenced by perceived personal and social benefits. Entrepreneurial interest in this study is measured through indicators such as desire to start a business, interest in entrepreneurial learning, readiness to face risk, and enthusiasm in self-employment.

Family Environment

The family environment is a crucial external factor influencing an individual's development, including entrepreneurial behavior. According to Anggraeni et al. (2020), family is the primary and most influential environment where values, habits, and character are first shaped. A family with entrepreneurial experience can transmit business-related values, support, and examples to children, forming the foundation for entrepreneurial interest (Fitri et al., 2024; Febiola et al., 2022). Moussa & Kerkeni (2021) also highlight that everyday interactions within the family teach responsibility and independence key aspects of entrepreneurship. In this research, family environment is conceptualized as the support, example, and encouragement

Jurnal Pendidikan Ekonomi, Perkantoran, dan Akuntansi, 6 (1), April 2025: 170 – 177
DOI: https://doi.org/10.21009/jpepa.0601.15

provided by parents or family members and measured through indicators such as family business background, parental support, and exposure to entrepreneurship at home.

Entrepreneurial Motivation

Entrepreneurial motivation is defined as the internal energy that drives individuals to take entrepreneurial action. Derived from the Latin word *motive*, it serves as both a stimulus and directional force in pursuing goals. As stated by Dewi & Yuniarsih (2020) and Chong (2022), this motivation includes the drive to create, innovate, and overcome challenges. It pushes individuals to take initiative, manage risks, and remain committed to achieving entrepreneurial success. In this study, entrepreneurial motivation is seen as a psychological force that fuels persistence, innovation, and goal achievement. It is measured through indicators such as desire for success, willingness to start a business, future orientation, and resilience in business efforts.

METHOD

This study employed a quantitative approach with an explanatory survey method to analyze the influence of family environment and entrepreneurial motivation on the entrepreneurial interest of vocational high school students in East Jakarta. The research population consisted of 216 Grade X and XI students in the Office Management and Business Services (MPLB) program at SMKN 40, 48, and 50 Jakarta. A total sample of 138 students was selected using *proportionate stratified random sampling* based on the Isaac and Michael formula to ensure proportional representation from each class level. The research instrument was a closed-ended questionnaire distributed via Google Form, using a 5-point Likert scale. Construct validity was assessed through the *outer model* using SmartPLS 4.0, with criteria including outer loading > 0.7, AVE > 0.5, and HTMT < 0.9. From the initial 48 items, 34 items were deemed valid. Construct reliability testing yielded Composite Reliability values of: Family Environment (0.962), Entrepreneurial Motivation (0.958), and Entrepreneurial Interest (0.947), indicating strong reliability. Data analysis was carried out in two stages: the outer model to assess the validity and reliability of indicators, and the inner model to test the significance of variable relationships using t-statistics and p-values via the bootstrapping procedure. The SEM-PLS technique was chosen for its suitability in predictive modeling involving latent constructs and medium-sized samples (Hair et al., 2021; Rahadi, 2023)

RESULTS AND DISCUSSION

Convergent Validity

Convergent validity assesses how well indicators represent the measured construct. According to Hair et al. (2021), it is met when outer loading ≥ 0.70 and AVE ≥ 0.50. Outer loading reflects the strength of the indicator-construct relationship, while AVE indicates the amount of variance explained. When both criteria are met, the construct is considered convergently valid.

Table 1. Outer Loading

	Family Environment (X1)	Entrepreneurial Motivation (X2)	Entrepreneurial Interest (Y)	Description
X1.1	0,819			Valid
X1.2	0,847			Valid
X1.3	0,796			Valid
X1.4	0,855			Valid
X1.5	0,796			Valid
X1.6	0,863			Valid
X1.7	0,857			Valid

Jurnal Pendidikan Ekonomi, Perkantoran, dan Akuntansi, 6 (1), April 2025: 170 – 177
DOI: https://doi.org/10.21009/jpepa.0601.15

	Family Environment (X1)	Entrepreneurial Motivation (X2)	Entrepreneurial Interest (Y)	Description
X1.8	0,844			Valid
X1.9	0,799			Valid
X1.10	0,829			Valid
X1.11	0,788			Valid
X1.12	0,822			Valid
X1.13	0,847			Valid
X2.1		0,794		Valid
X2.2		0,847		Valid
X2.3		0,785		Valid
X2.4		0,842		Valid
X2.5		0,798		Valid
X2.6		0,808		Valid
X2.7		0,824		Valid
X2.8		0,771		Valid
X2.9		0,848		Valid
X2.10		0,818		Valid
X2.11		0,801		Valid
X2.12		0,863		Valid
Y.1			0,838	Valid
Y.2			0,842	Valid
Y.3			0,829	Valid
Y.4			0,850	Valid
Y.5			0,845	Valid
Y.6			0,831	Valid
Y.7			0,841	Valid
Y.8			0,851	Valid
Y.9			0,802	Valid

Source: Data processed by the researcher (2025)

Based on Table 1, all indicators showed strong loadings above 0.70, confirming convergent validity across the three variables. X1 ranged from 0.788–0.863, X2 from 0.771–0.863, and Y from 0.802–0.851. These results are further supported by AVE values meeting the ≥ 0.50 threshold. Based on Table 2, all constructs demonstrated adequate convergent validity, with AVE values above 0.50: X1 = 0.686, X2 = 0.667, and Y = 0.700. Thus, the constructs are valid and suitable for further analysis.

Table 2. Average Variance Extracted (AVE)

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)	Description
X1	0,962	0,966	0,686	Valid
X2	0,955	0,960	0,667	Valid
Y	0,946	0,955	0,700	Valid

Source: Data processed by the researcher (2025)

Discriminant Validity

Discriminant validity was confirmed using HTMT (< 0.90) and the Fornell-Larcker criterion, indicating that each construct is distinct and not highly correlated with others. Based on Table 3, HTMT results show that all construct pairs scored below 0.90 X2 and X1 = 0.364, Y and X1 = 0.707, Y and X2 = 0.726 indicating good discriminant validity based on the HTMT criterion. Based on Table 4, The Fornell-Larcker test showed that the square roots of AVE for X1 (0.828), X2 (0.817), and Y (0.837) were higher than the inter-construct correlations, confirming good discriminant validity.

Jurnal Pendidikan Ekonomi, Perkantoran, dan Akuntansi, 6 (1), April 2025: 170 – 177
DOI: https://doi.org/10.21009/jpepa.0601.15

Table 3. HTMT

	Heterotrait-Monotrait Ratio (HTMT)	Description
(X2) <-> (X1)	0,364	Valid
(Y) <-> (X1)	0,707	Valid
(Y) <-> (X2)	0,726	Valid

Source: Data processed by the researcher (2025)

Table 4. Fornell-Larcker

	X1	X2	Y	Description
X1	0.828			Valid
X2	0.352	0.817		Valid
Y	0.678	0.692	0.837	Valid

Source: Data processed by the researcher (2025)

Composite Reliability

Reliability testing assesses the consistency and accuracy of the instrument. Both Composite Reliability and Cronbach's Alpha values are expected to exceed 0.70 to indicate acceptable reliability. Based on Table 5, all constructs met reliability standards, with Cronbach's Alpha values of 0.962 (X1), 0.955 (X2), and 0.946 (Y), indicating high internal consistency. Composite Reliability scores were also strong 0.966 (X1), 0.960 (X2), and 0.955 (Y) confirming excellent composite reliability. Therefore, all constructs are reliable and suitable for further structural model analysis.

Table 5. Composite Reliability

	Cronbach's Alpha	Composite Reliability	Description
X1	0,962	0,966	Reliable
X2	0,955	0,960	Reliable
Y	0,946	0,955	Reliable

Source: Data processed by the researcher (2025)

R-square

R-square indicates the contribution of independent variables to the dependent variable in the structural model. Based on Chin (1998), an R^2 of 0.67 is strong, 0.33 moderate, and 0.19 weak. Higher R^2 values reflect better predictive power of the model. Based on Table 6, the R-square value of 0.694 and adjusted R-square of 0.690 indicate that the independent variables (X1 and X2) jointly explain approximately 69.4% of the variance in the dependent variable (Y). This falls into the strong category, demonstrating high explanatory power of the model.

Table 6. R-Square

	R-square	R-square Adjusted	Description
Y	0,694	0,690	Strong

Source: Data processed by the researcher (2025)

F-Square

F-square evaluates the individual contribution of each exogenous construct to the endogenous construct based on changes in R^2. According to Hair et al. (2021), F^2 values of 0.02, 0.15, and 0.35 indicate small, medium, and large effects, respectively. Higher F^2 values suggest a stronger influence of the independent variable. Based on Table 7, the F-square values show that X1 → Y = 0.703 and X2 → Y = 0.769, both exceeding the 0.35 threshold for a large effect. This indicates that both independent variables have a strong and significant influence on the dependent variable.

Jurnal Pendidikan Ekonomi, Perkantoran, dan Akuntansi, 6 (1), April 2025: 170 – 177
DOI: https://doi.org/10.21009/jpepa.0601.15

Table 7. F-Square

	F-square	Description
X1 -> Y	0,703	Strong
X2 -> Y	0,769	Strong

Source: Data processed by the researcher (2025)

Path Coefficients

Hypothesis testing was conducted using the bootstrapping method to assess the significance of relationships between variables. Path coefficient analysis measured the direct effect of exogenous latent variables on the endogenous latent variable. A positive coefficient indicates a positive relationship, while a negative value suggests an inverse relationship. The significance level was determined by the p-value; if $p < 0.05$, the effect is considered significant and the null hypothesis is accepted. Otherwise, if $p > 0.05$, the effect is not significant.

Table 8. Hypothesis Testing Using Bootstrapping

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
X1 -> Y	0,495	0,496	0,051	9,746	0,000
X2 -> Y	0,518	0,519	0,052	9,898	0,000

Source: Data processed by the researcher (2025)

Based on Table 8, the path coefficient results indicate that both Family Environment (X1) and Entrepreneurial Motivation (X2) have a positive and significant influence on Entrepreneurial Interest (Y). The path from X1 to Y has a coefficient of 0.495 with a t-statistic of 9.746 and a p-value of 0.000, while the path from X2 to Y has a coefficient of 0.518 with a t-statistic of 9.898 and a p-value of 0.000. Since both p-values are below 0.05 and t-statistics exceed the critical value of 1.96, it can be concluded that both hypotheses are accepted, indicating strong and significant relationships between the independent and dependent variables.

Discussion

The analysis confirms that the family environment has a positive and significant influence on students' entrepreneurial interest (path coefficient = 0.495; t = 9.746; p = 0.000). This suggests that a supportive family through encouragement, role modeling, and open communication can strengthen a student's intention to pursue entrepreneurship. The finding aligns with Social Learning Theory (Bandura, 1977), which emphasizes the role of social agents such as parents in shaping individual behavior through observation and reinforcement. Prior studies by Sucipto et al. (2022) and Latip et al. (2023) support this, highlighting that family-related factors such as parental profession, emotional support, and household environment play a crucial role in developing entrepreneurial interest.

The second hypothesis is also supported, with entrepreneurial motivation showing a positive and significant effect on entrepreneurial interest (path coefficient = 0.518; t = 9.898; p = 0.000). This underscores the importance of students' internal drive such as the desire for independence, achievement, and success in fostering entrepreneurial intent. These results reflect the principles of Self-Determination Theory (Deci & Ryan, 1985), where intrinsic motivation plays a central role in initiating goal-directed behavior. Studies by Latip et al. (2023) and Febiola et al. (2022) reinforce this conclusion, demonstrating that students with high entrepreneurial motivation are more likely to pursue entrepreneurial activities.

The combined effect of family environment and entrepreneurial motivation significantly influences entrepreneurial interest ($R^2 = 0.694$; Adjusted $R^2 = 0.690$). This

Jurnal Pendidikan Ekonomi, Perkantoran, dan Akuntansi, 6 (1), April 2025: 170 – 177
DOI: https://doi.org/10.21009/jpepa.0601.15

indicates that 69.4% of the variance in entrepreneurial interest is explained by both predictors. The finding supports the idea that entrepreneurial intention is shaped by a combination of external factors (family influence) and internal factors (motivation). This is consistent with studies by Zain & Susanti (2022) and Damayanti & Gunawan (2022), which also reported significant joint effects of motivational and environmental variables on entrepreneurial outcomes. The result highlights the importance of integrated support systems such as school-family collaboration and personalized mentoring to effectively foster entrepreneurial mindsets among vocational school students.

CONCLUSION AND RECOMMENDATION

Conclusion

This study concludes that both family environment and entrepreneurial motivation have a positive and significant influence on the entrepreneurial interest of vocational high school students in East Jakarta. First, a supportive family environment through guidance, moral encouragement, and role modelling plays a vital role in fostering students' confidence, independence, and readiness to engage in entrepreneurship. Second, strong internal motivation, such as the desire for independence, success, and financial freedom, significantly drives students' entrepreneurial interest. Finally, both variables jointly contribute to enhancing students' readiness and intention to pursue entrepreneurship after graduation, highlighting the importance of aligning external support (family) and internal drive (motivation) in promoting entrepreneurial pathways among students.

Recommendation

Future studies are encouraged to expand the research scope by involving a broader range of schools across different regions to enhance the generalizability of the findings. Researchers may also consider incorporating additional variables such as entrepreneurial program experience, peer influence, social media, or the role of teachers and school environment to obtain a more comprehensive understanding of the factors influencing entrepreneurial interest. Employing a mixed-methods approach combining quantitative and qualitative data (e.g., interviews or observations) is recommended to gain deeper insights and reduce bias. Additionally, longitudinal studies could be conducted to track the development of students' entrepreneurial interest over time, from schooling through post-graduation stages.

REFERENCES

Adha, H. V., Tafonao, A., & Zebua, W. S. (2023). Pengaruh lingkungan keluarga terhadap minat berwirausaha. *Curve Elasticity: Jurnal Pendidikan Ekonomi*, *4*(2).

Agustin, M. D., & Trisnawati, N. (2021). Pengaruh lingkungan keluarga dan motivasi berwirausaha terhadap minat berwirausaha melalui self efficacy pada mahasiswa Prodi Pendidikan Administrasi Perkantoran angkatan 2018 Universitas Negeri Surabaya. *Journal of Office Administration: Education and Practice*, *1*(3), 298–313.

Chin, W. W. (1998). *The Partial Least Squares Approach to Structural Equation Modeling*. Lawrence Erlbaum Associates.

Chong, D. (2022). The effect of entrepreneurial spirit on entrepreneurial motivation and entrepreneurial interest (Literature review). *Dinasti International Journal of Education Management and Social Science*, *4*(1). https://doi.org/10.31933/dijemss.v4i1

Damayanti, Y. T., & Gunawan, C. (2022). Pengaruh motivasi dan lingkungan keluarga terhadap minat berwirausaha mahasiswa. *EBISMEN: Jurnal Ekonomi, Bisnis dan Manajemen, 1*(3), 32–46. https://doi.org/10.58192/ebismen.v1i3.36

Dewi, F. C., & Yuniarsih, T. (2020). Sistem kompensasi dan kepuasan kerja guru tidak tetap di sebuah SMK swasta di Indonesia. *Jurnal Pendidikan Manajemen Perkantoran*, *5*(1), 1–13. https://doi.org/10.17509/jpm.v4i2.18008

Febiola, Gusteti, Y., & Ermawati, E. (2022). Pengaruh pendidikan kewirausahaan, lingkungan keluarga dan motivasi terhadap minat berwirausaha (Studi kasus mahasiswa Manajemen 2018–2021). *Jurnal Manajemen Dewantara*, *6*(3), 206–216. http://jurnal.ustjogja.ac.id

Fitri, F., Pratikto, H., & Wardhana, L. W. (2024). The influence of entrepreneurship education and family environment on entrepreneurial interest through self-efficacy. *Journal of Applied Business, Taxation and Economics Research (JABTER)*, *4*(2), 155–169. https://doi.org/10.54408/jabter

Hair, J. F., Hult, G. T. M., Ringle, C., Sarstedt, M., & Ray, S. (2021). *Partial least squares structural equation modeling (PLS-SEM) using R: A workbook*. Springer Nature Switzerland. https://doi.org/10.1007/978-3-030-80519-7

Latip, N. S., Eryanto, H., & Usman, O. (2023). Pengaruh pendidikan kewirausahaan, motivasi berwirausaha, dan lingkungan keluarga terhadap minat berwirausaha di SMK Negeri 9 Jakarta. *Jurnal Riset Pendidikan dan Pengajaran, 2*(2), 125–136.

Moussa, N. B., & Kerkeni, S. (2021). The role of family environment in developing the entrepreneurial intention of young Tunisian students. *Entrepreneurial Business and Economics Review*, *9*(1), 31–45. https://doi.org/10.15678/EBER.2021.090102

Rahadi, D. R. (2023). *Pengantar partial least squares structural equation model (PLS-SEM)*. CV. Lentera Ilmu Madani.

Rochanawati, I., & Efi, A. (2020). The relationship of learning entrepreneurship, enterprise motivation, and the family environment with enterprise interest in students. *Journal of Educational Research and Evaluation*, *4*(4), 314–321.

Siregar, Z. A., & Marwan. (2020). The influence of family environment, entrepreneurship knowledge and entrepreneurship motivation on students' entrepreneurship interest of Islamic education management program of Universitas Islam Negeri Sumatera Utara. *Atlantis Press*, *124*, 566–574.

Sucipto, F. M., Sumarno, S., & Sari, F. A. (2022). Analisis pengaruh pengetahuan kewirausahaan dan lingkungan keluarga terhadap minat berwirausaha mahasiswa FKIP Universitas Riau. *Jurnal Paedagogy, 9*(4), 865–874. https://doi.org/10.33394/jp.v9i4.5820

Telaumbanua, R. (2023). Pengaruh motivasi berwirausaha terhadap minat berwirausaha mahasiswa Fakultas Ekonomi dan Bisnis (FEB) UNIRAYA. *Jurnal Ilmiah Mahasiswa Nias Selatan*, *1*, 143–152. https://jurnal.uniraya.ac.id/index.php/jim

Wahyudi, W., Sugiarti, E., Mukrodi, M., Salam, R., & Anwar, S. (2021). Membangun minat berwirausaha melalui kegiatan learning, sharing & practice. *Jurnal PKM Manajemen Bisnis*, *1*(1), 1–10. https://doi.org/10.37481/pkmb.v1i1.214

Zain, N. R., & Susanti, E. D. (2022). Pengaruh motivasi berwirausaha dan lingkungan sosial terhadap minat berwirausaha di masa pandemi. *Jurnal Pendidikan Tambusai, 6*(2), 15,987–15,994.