

Exploring the Influence of Family Environment on Entrepreneurial Interests Among Agribusiness Management Students

Waridad Umair Al Ayyubi^a, Akbar Maulana Firmansyah^b,
Titin Andriani Atmojo^c, Ngani Alwiry Musi^d

^{a,b,c,d} Politeknik Negeri Jember
email: waridad_umair@polije.ac.id*

INFO ARTIKEL

Riwayat Artikel:

Received: 23 Mei 2025

Revised: 18 Juni 2025

Accepted: 25 Juni 2025

Keywords:

family environment, interest
in entrepreneurship, students

Kata Kunci:

lingkungan keluarga, minat
berwirausaha, mahasiswa

DOI: 10.62335

ABSTRACT

This study examines how the family environment affects the entrepreneurial interest of students in the Agribusiness Management program at Campus 5 Ngawi. The research is motivated by the high unemployment rate and low education levels in Ngawi. Using a quantitative approach and a survey of 29 students, the study identifies the family environment as the independent variable and entrepreneurial interest as the dependent variable. The research instrument was tested for validity and reliability with SPSS, and data were analyzed using simple linear regression. The findings show that the family environment significantly influences entrepreneurial interest, contributing 66%. Key factors include parenting style, family relationships, home atmosphere, economic conditions, and cultural background. The study emphasizes the critical role of the family in fostering an entrepreneurial mindset in students from an early age and recommends parental involvement in creating a supportive environment for their children's entrepreneurial development.

ABSTRAK

Penelitian ini mengkaji bagaimana pengaruh lingkungan keluarga terhadap minat berwirausaha mahasiswa Program Studi Manajemen Agribisnis di Kampus 5 Ngawi. Penelitian ini dilatarbelakangi oleh tingginya angka pengangguran dan rendahnya tingkat pendidikan di Ngawi. Dengan menggunakan pendekatan kuantitatif dan metode survei terhadap 29 mahasiswa, penelitian ini mengidentifikasi lingkungan keluarga sebagai variabel independen dan minat berwirausaha sebagai variabel dependen. Instrumen penelitian diuji validitas dan reliabilitasnya menggunakan SPSS, dan data dianalisis menggunakan regresi linier sederhana. Hasil penelitian menunjukkan bahwa lingkungan keluarga berpengaruh signifikan terhadap minat

berwirausaha, dengan kontribusi sebesar 66%. Faktor-faktor utama yang mempengaruhi antara lain gaya pengasuhan, hubungan antar anggota keluarga, suasana rumah, kondisi ekonomi keluarga, dan latar belakang budaya. Penelitian ini menekankan pentingnya peran keluarga dalam membentuk pola pikir kewirausahaan pada mahasiswa sejak dini, serta merekomendasikan keterlibatan orang tua dalam menciptakan lingkungan yang mendukung pengembangan potensi kewirausahaan anak-anak mereka.

INTRODUCTION

The Open Unemployment Rate (TPT) in Ngawi Regency in August 2024 was recorded at 2.40%, showing a slight decrease compared to the previous year, which was 2.41% (BPS Ngawi, 2024). Despite the decrease, the remaining unemployment rate indicates a gap between the high labor force and the absorption of workers in the job market. With a labor force of 541,370 people in August 2024, the majority of the population works in the agricultural sector (42.10%), followed by the services sector (37.98%) and manufacturing (19.92%) (BPS Ngawi, 2024). The main challenge in reducing unemployment is the low level of skills and education that do not meet the labor market's needs. Data shows that the majority of the working population in Ngawi only has an elementary school education, while only 9.59% hold higher education degrees, such as diplomas or university degrees (BPS Ngawi, 2024). This issue is significant to investigate, given the considerable disparity between the number of unemployed individuals with low educational backgrounds (elementary school level and below) and those with a higher education background.

Interest refers to a natural liking and attraction to something or an activity without external pressure (Slameto, 2010). According to Kartini Kartono (1996), interest is a condition or tendency that intensively develops toward an object considered valuable or important. Gadzella (2009) defines entrepreneurial interest as an individual's motivation or attraction to starting a business or becoming an entrepreneur, influenced by both external and internal factors. These factors include personality, personal experiences, and social support, which play a crucial role in shaping this interest. According to Hisrich & Peters (2014), entrepreneurial interest is the desire to pursue business opportunities, often sparked by early experiences and entrepreneurship education, which provides an understanding of the entrepreneurial process. Therefore, it can be concluded that entrepreneurial interest is the internal drive that motivates individuals to engage in entrepreneurial activities, such as starting and managing a business, with the courage to seize business opportunities without external pressure.

Atmowijoyo & Rahayu (2024) state that an entrepreneur is an individual who is active in creating business opportunities through the application of effective entrepreneurship education and proper business management. Hisrich & Peters (2014) further explain that an individual's ability to recognize and utilize existing market opportunities aims to create and manage a sustainable business. According to Buchari Alma (2013), one factor driving an individual to enter the business world is a strong commitment or interest in the field.

The formation of entrepreneurial interest is influenced by several variables, one of which is the

family environment. Santrock (2019) asserts that the family environment is a key factor in an individual's development, particularly in the formation of character and fundamental life values. The family serves as a crucial emotional and social foundation, allowing children to learn how to interact with the social environment outside the family. Alma (2018) in Fitri et al. (2024) also suggests that the family environment can influence an individual's decision to pursue a career as an entrepreneur. Several previous studies, such as those by Gustina et al. (2021) and Safitri & Nurasik (2022), show that the family environment has an impact on the interest to engage in entrepreneurial activities.

Considering these phenomena and previous research findings, the researcher intends to conduct a study at Campus 5 Ngawi, which is the first state university in Ngawi Regency. As the first public state higher education institution in the area, Campus 5 Ngawi plays a strategic role in producing a generation of youth ready to face labor market challenges. The researcher aims to explore the impact of the family environment on the entrepreneurial interest of students, particularly in the Agribusiness Management program at Campus 5 Ngawi. The focus of this study is to explore the extent to which this factor influences students' entrepreneurial interest, considering that the family environment plays an important role in shaping an individual's attitudes, interests, and motivation, including in entrepreneurship. By choosing Campus 5 Ngawi as the research location, the researcher hopes to gain a more comprehensive understanding of the factors that influence entrepreneurial interest among students at the first public university in Ngawi.

Based on the above background, the purpose of this study is to analyze the impact of the family and social environment on the entrepreneurial interest of Agribusiness Management students at Campus 5 Ngawi.

LITERATURE REVIEW

Interest

According to Renninger & Hidi (2016), interest is described as a condition where an individual willingly engages in thinking about something, enthusiastically prioritizing arising issues, and being willing to persist even in the face of difficulties.

I. Hardjana (1994) states that interest can function as a motivator for an activity and as a result of involvement in that activity. Thus, learning interest can be defined as an internal drive to learn in order to acquire information, knowledge, or skills through effort, teaching, or experience.

Entrepreneurship

M. Mulyadi (2015) defines entrepreneurship as the ability to exploit opportunities by managing risks and resources to create added value.

Entrepreneurship is a process that involves creativity, innovation, and the ability to manage a business to achieve economic and social goals (Y. Suryana, 2013).

Entrepreneurial Interest

Buchari Alma (2013), states that entrepreneurial interest is the desire to start a new business with creativity and the readiness to face risks, which is key to creating business opportunities and job creation.

According to Y. Suryana (2006), entrepreneurial interest is an internal drive within an individual to be interested in starting and managing a business, which includes the process of organizing, arranging, as well as being ready to bear risks and develop the established business.

Based on the research conducted by Anggraeni & Harnanik (2015), this study uses six indicators to measure the entrepreneurial interest variable (Y), sourced from Suryana (2012), as follows:

- a. Self-confidence
- b. Task and result orientation
- c. Risk-taking
- d. Leadership
- e. Originality
- f. Forward orientation

Family Environment

Barnadib (1999) states that the family environment is a factor that plays an important role in shaping behavior, personality, as well as providing love, attention, guidance, health, and a conducive atmosphere within the home. A harmonious family that can provide good examples for its children will result in children with stable personalities and solid behavioral patterns.

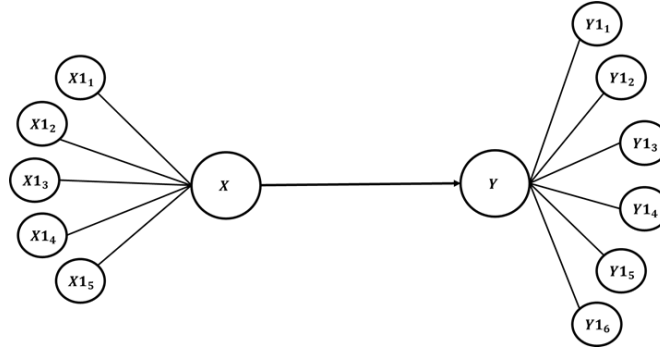
The family environment is responsible for shaping an individual's character and behavior, as well as providing guidance, love, and deep attention in the child's developmental process (Slamet, 2011).

Research conducted by Anggraeni & Harnanik (2015) and Gustina et al. (2021) used five indicators to measure the family environment variable (X1) as follows:

- a. Parenting style
- b. Relationships among family members
- c. Home atmosphere
- d. Family economic conditions
- e. Cultural background

Conceptual Framework

Based on the description above, the conceptual framework of this study is as follows:



Picture 1. Conceptual Framework

METHODOLOGY

Research Type, Research Location, Population, and Sampling

This study is quantitative research. According to Sugiyono (2019), quantitative research is based on existing theories and utilizes data in the form of numbers. This study will be conducted at the State Polytechnic of Jember, Campus 5 Ngawi, involving Agribusiness Management students as respondents. According to Arikunto (2010), the population refers to all subjects that possess characteristics relevant to the research. The population in this study consists of Agribusiness Management students at PSDKU Campus 5 Ngawi, including 20 students from the second semester and 9 students from the fourth semester, making a total of 29 respondents. Sugiyono (2019), states that when the population size is relatively small, all members of the population can be used as samples or research subjects. In this study, the respondents are all Agribusiness Management students at PSDKU Campus 5 Ngawi.

Identification of Research Variables

According to Riduwan & Kuncoro (2014), a variable is a characteristic that can be observed in an object, which has various values or categories. This study includes two variables: the dependent variable and the independent variable.

- a. According to Creswell (2014), the dependent variable is the variable that is measured in the research and is influenced by changes in the independent variable. The independent variable in this study is the Family Environment (X1).
- b. Sugiyono (2019) defines the dependent variable as the variable that is measured for changes or variations resulting from changes in the independent variable. The dependent variable in this study is Entrepreneurial Interest (Y).

Measurement Scale of Data

The Likert scale is a measurement method used to assess an individual's attitudes, opinions, or perceptions toward a certain issue by providing answer options that reflect varying levels of agreement (Sugiyono, 2019). The measurement scale used in this study is the Likert scale, with the following score range for the assessment:

- a. Strongly Agree (SA) is scored 5
- b. Agree (A) is scored 4
- c. Neutral (N) is scored 3
- d. Disagree (D) is scored 2
- e. Strongly Disagree (SD) is scored 1

Data Analysis Method

Arikunto (2010), defines analysis as the process of deconstructing data into smaller components, organizing, and restructuring the data to facilitate the derivation of clear and meaningful conclusions from the existing dataset. The analytical method employed in this study is multiple regression analysis.

Research Instrument Test

a. Validity Test

Usman & Akbar (2020) assert that an instrument is deemed high quality and accountable for its application if its validity and reliability have been established.

b. Reliability Test

Reliability refers to the measurement of an instrument against accuracy (consistency). Reliability may also be referred to as consistency, stability, or dependability (Usman & Akbar, 2020).

Classical Assumption Test

a. Normality Test

Usman & Akbar (2020), indicate that data normality testing is conducted to assess whether continuous data is normally distributed, thereby allowing the utilization of analyses such as validity, reliability, t-test, correlation, and regression.

b. Linearity Test

Sugiyono (2019), posits that the linearity test is employed to confirm that the relationship between dependent and independent variables is linear.

c. Heteroscedasticity Test

Ghozali (2011), states that heteroscedasticity refers to a condition wherein the residual variance is not constant across the spectrum of independent variable values in the regression model.

d. Multicollinearity Test

The purpose of the multicollinearity test is to ascertain whether there is a significant interrelationship among the independent variables within the regression model (Ghozali,

2011).

e. Autocorrelation Test

Ghozali (2011), indicated that the autocorrelation test aims to determine whether a relationship exists between the nuisance error at period t and the nuisance error at period $t-1$ within the linear regression model.

Coefficient of Determination (R^2)

The coefficient of determination (R^2), as articulated by Ghozali (2017), Monalisa (2019), and Greissela A. et al. (2023), serves to measure the extent to which the model can elucidate the variation of independent variables on the dependent variable.

Model Feasibility Test (F-Test)

Siregar (2017), notes that the hypothesis based on the F-test is utilized to ascertain whether the two independent variables (dependent) collectively (simultaneously) exert an effect on one dependent variable (independent).

Hypothesis Test (T-Test)

This study employs the t-test as the method for hypothesis testing. According to Ghozali (2017) as referenced by Monalisa (2019), the t-test evaluates the extent to which the independent variable is influenced by the dependent variable.

Simple Regression Analysis Test

Siregar (2017) remarks that simple regression is an analytical tool used to predict future demand based on historical data or to determine the effect of one independent variable on one dependent variable.

Simple Regression Formula (Siregar, 2017):

$$Y = a + b . X$$

Keterangan:

Y: Dependent Variable

X: Independent Variable

RESULT AND DISCUSSION

Research Instrument Testing

a. Validity Test

Harsojuwono & Arnata (2020) state that if the product-moment correlation coefficient of a question is greater than the table value ($r_{calculated} > r_{table}$), then the question is considered significant. The validity test analysis was conducted with a sample size of 29 respondents,

where the degrees of freedom (df) is calculated as $(N - 2) = 27$, and the significance level (α) is set at 5%, using a r_{table} value of 0.367.

Table 1. Results of the Validity Test for Family Environment (X1)

Indikator	r_{hitung}	r_{tabel}	Information
$X1_1$	0.796	0.367	Valid
$X1_2$	0.877	0.367	Valid
$X1_3$	0.811	0.367	Valid
$X1_4$	0.613	0.367	Valid
$X1_5$	0.907	0.367	Valid

Data source processed in 2025.

Table 2. Results of the Validity Test for Entrepreneurship Intention (Y)

Indikator	r_{hitung}	r_{tabel}	Information
$Y1_1$	0.877	0.367	Valid
$Y1_2$	0.922	0.367	Valid
$Y1_3$	0.863	0.367	Valid
$Y1_4$	0.840	0.367	Valid
$Y1_5$	0.868	0.367	Valid
$Y1_6$	0.908	0.367	Valid

Data source processed in 2025.

Based on Table 4, the results of the validity test for the family environment indicate that $r_{calculated} > r_{table}$, thus the statements in the instrument are considered valid and can be used to measure the Family Environment variable (X1). This validity test is also related to the accuracy of the instrument.

Based on Table 5, the results of the validity test for entrepreneurial interest (Y) indicate that $r_{calculated} > r_{table}$, thus the statements in the instrument are considered valid and can be used to measure the Entrepreneurial Interest variable (Y). This validity test is also related to the accuracy of the instrument.

b. Reliability Test

According to Sugiyono (2019), the reliability of an instrument in this study can be measured using Cronbach's Alpha coefficient, which is calculated with the help of the SPSS program. The reliability is interpreted as follows:

- 0.8 - 1.0 = Good reliability
- 0.6 - 0.799 = Accepted reliability
- < 0.6 = Poor reliability

Table 3. Results of the Realibility Test

Variabel	Croanbach's Alpha	Border	Informasi
Family Environment	0.861	0.6	Reliabel
Entrepreneurial interest	0.941	0.6	Reliabel

Data source processed in 2025.

The analysis results in Table 6 show that Cronbach's Alpha for the Family Environment variable (X1) is 0.861, and for the Entrepreneurial Interest variable (Y) is 0.941, both of which are greater than 0.6, indicating that the statements in the instrument are reliable. This

suggests that each item produces consistent data, meaning that if the questions were asked again, the responses would be relatively similar to the previous answers. This reliability indicates that the research instrument is trustworthy and consistent. Reliability also reflects the stability/continuity of the measurement results.

Classical Assumption Test

a. Normality Test

The normality test procedure in this study was conducted using the Kolmogorov-Smirnov test with the following criteria (Monalisa, 2019) (Greissela A. et al., 2023)

- a. If (Sig.) > 0.05, the data is normally distributed.
- b. If (Sig.) < 0.05, the data is not normally distributed.

Table 4. Result of Data Normality Test

One-Sample Kolmogorov-Smirnov Test

Unstandardized Residual	
N	29
Asymp. Sig. (2-tailed) ^c	.200 ^d

- a. Test distribution is Normal.
- b. Calculated from data.

Data source processed in 2025.

The results of the normality test in Table 7 above show a Sig. value based on Asymp. Sig. (2-tailed) ^c of 0.200, which indicates that the data in this study is normally distributed, as evidenced by the value of 0.200 > 0.05.

b. Linearity Test

The decision for the linearity test is made by observing the significance value (Sig.). If Sig. ≥ 0.05, the relationship between the variables is considered linear. Conversely, if Sig. ≤ 0.05, the relationship is considered non-linear Azwar (2015) in Ari Puspitaningrum & Anugerah Izzati (2023).

Table 5. Results of Linearity Test

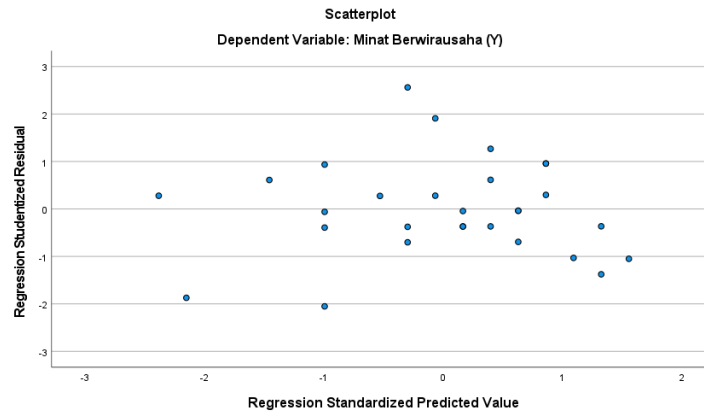
		Sum of Squares	df	Mean Square	F	Sig.
Entrepreneurship Interest (Y)	Deviation from	125.065	12	10.422	1.130	.405
*	linearity					
Family Environment (X1)						

Data source processed in 2025.

The results of the linearity test in Table 8 above for both variables, based on the Sig. value from the deviation from linearity, show that for the Family Environment variable (X1), the value is 0.405. Since 0.405 > 0.05, it can be concluded that the data in this study is linearly distributed.

c. Heteroscedasticity Test

According to Ghozali (2011), to detect heteroscedasticity in SPSS, one method that can be used is the residual scatter plot. If the residuals are above or below the value of 0 and are scattered randomly without any specific pattern, it indicates that the data does not exhibit heteroscedasticity.



Picture 2. Results of Heteroscedasticity Test

Data source processed in 2025.

Based on the results of the heteroscedasticity test in Figure 1 above, it can be observed that the points are scattered both above and below the value of 0 on the Y-axis randomly and do not form any specific pattern. Therefore, it can be concluded that there is no indication of heteroscedasticity in this research model.

d. Multicollinearity Test

The multicollinearity test can be conducted by analyzing the Tolerance value and the Variance Inflation Factor (VIF) (Ghozali, 2011). The results of the Tolerance value and VIF can be interpreted as follows:

- a. If Tolerance < 0.10 and VIF > 10, multicollinearity symptoms are present.
- b. If Tolerance > 0.10 and VIF < 10, multicollinearity symptoms are not present.

Table 6. Results of Multicollinearity Test

Model	Coefficients ^a					Collinearity Statistics	
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF
	B	Std. Error	Beta				
1 (Constant)	5.317	2.565		2.072	.048		
Family Environment (X1)	.990	.137	.812	7.242	.000	1.000	1.000

a. Dependent Variable: Entrepreneurship Interest (Y)
Data source processed in 2025.

Based on the results of the multicollinearity test in Table 9 above, it shows that the Tolerance value is $0.10 > 0.10$ and the VIF value is $1.000 < 10$. Since the analysis is a simple regression with one variable, it can be concluded that there are no multicollinearity symptoms in this study.

e. Autocorrelation Test

According to Ghozali (2011), the purpose of the autocorrelation test is to determine whether there is a relationship between the disturbance error at time t and the disturbance error at time $t-1$ in a linear regression model. The presence of autocorrelation is tested using the Durbin-Watson (DW) method by examining the Durbin-Watson value in SPSS, which should fall between the values of dU and $4 - dU$. If the test results show that $dU < DW \text{ Test} < 4 - dU$, it indicates that there is no positive or negative autocorrelation.

Table 7. Results of Autocorrelation Test

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.812 ^a	.660	.648	3.123	2.149

a. Predictors: (Constant), Family Environment (X1)

b. Dependent Variable: Entrepreneurship Interest (Y)

Data source processed in 2025.

The results of the autocorrelation test analysis in Table 10 above show a value of 2.149 for the Durbin-Watson test. According to the Durbin-Watson test criteria, if the value of $dU < \text{Durbin-Watson value} < 4 - dU$, no autocorrelation is present. For k (independent variables) = 1 and a sample size (N) of 29 respondents, the value of dU is 1.2699, and the value of $4 - dU$ is 2.730. This indicates that $dU = 1.699 < \text{Durbin-Watson value} = 2.193 < 4 - dU = 2.730$. Therefore, it can be concluded that there is no autocorrelation in this study, as the value of $dU < \text{Durbin-Watson value} < 4 - dU$.

Model Feasibility Test (F-Test)

Siregar (2017), states that the hypothesis based on the F-test is used to determine whether the two independent variables (X) simultaneously affect one dependent variable (Y). The F-test decision rule based on the probability technique (Sig.) is as follows:

With decision criteria based on the probability value/significance level ($\alpha = 5\%$):

- a. If the probability (Sig.) $> \alpha$, then H_0 is accepted and H_a is rejected.
- b. If the probability (Sig.) $< \alpha$, then H_0 is rejected and H_a is accepted.

In other words, if the value of (Sig.) $< \alpha$, there is a significant simultaneous (joint) effect of X_1 and X_2 on Y .

Table 8. Results of Model Feasibility Test (F-Test)

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	511.636	1	511.636	52.446	.000 ^b
	Residual	263.398	27	9.755		
	Total	775.034	28			

a. Dependent Variable: Entrepreneurship Intention (Y)

b. Predictors: (Constant), Family Environment (X1)

Data source processed in 2025.

Based on the results of the model feasibility test in Table 11 above, the Sig. value is 0.000^b. Since the Sig. value of 0.000^b < 0.05, H₀ is rejected and H_a is accepted. This indicates that there is an effect of the Family Environment (X) on Entrepreneurial Interest (Y). Based on these results, it can be concluded that this research model is categorized as a feasible research model.

Hypothesis Test (t-Test)

The t-test (t-test) aims to test how much the independent variable can be influenced by the dependent variable. According to Ghozali (2017) in Monalisa (2019), the criteria for the t-test using $\alpha = 5\%$ are as follows:

Hypothesis Criteria:

- H₀: There is no significant partial effect of the independent variable (X) on the dependent variable (Y).
- H_a: There is a significant partial effect of the independent variable (X) on the dependent variable (Y).

Hypothesis Testing for the Family Environment Variable (X):

If the value of $t_{calculated} > t_{table}$ and the value of (Sig.) $\leq \alpha$, it can be interpreted that the Family Environment variable (X₁) has a significant partial effect on Entrepreneurial Interest (Y), meaning H₀ is rejected and H_a is accepted. Conversely, if $t_{calculated} < t_{table}$ and the value of (Sig.) $> \alpha$, it can be interpreted that the Family Environment variable (X₁) does not have a significant partial effect on Entrepreneurial Interest (Y), meaning H₀ is accepted and H_a is rejected.

Table 9. Results of Hypothesis Test (t-Test)

Model	Coefficients ^a					Collinearity Statistics	
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF
	B	Std. Error	Beta				
1 (Constant)	5.317	2.565		2.072	.048		
Family Environment (X1)	.990	.137	.812	7.242	.000	1.000	1.000

a. Dependent Variable: Entrepreneurship Interest (Y)

Data source processed in 2025.

Based on the results of the hypothesis test (t-test) analysis in Table 12 above, the t_{table} value with $df = 27$ and $\alpha = 5\%$ is 2.052, as follows:

1. The Family Environment (X) shows a $t_{calculated}$ value of 7.242 and a Sig. value of 0.000. This indicates that $t_{calculated} = 7.242 > t_{table} = 2.052$, and the Sig. value of 0.000 < 0.05. Therefore, it can be concluded that the Family Environment (X) has a significant partial effect on Entrepreneurial Interest (Y), meaning H_0 is rejected and H_a is accepted.

Coefficient of Determination (R^2)

Monalisa (2019) states that the coefficient of determination aims to measure the extent to which the model explains or accounts for the variation of the independent variable(s) on the dependent variable.

Table 10. Coefficient of Determination (R^2)

Model	Model Summary ^b				
	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.812 ^a	.660	.648	3.123	2.149

a. Predictors: (Constant), Family Environment (X1)

b. Dependent Variable: Entrepreneurship Interest (Y)

Data source processed in 2025.

Based on the results of the coefficient of determination in Table 13 above, the R^2 value is 0.660, indicating that 66.0% of the variation in the Entrepreneurial Interest (Y) variable can be explained by the Family Environment (X) variable. The remaining 34.0% is explained by other factors outside the analysis model in this study.

Discussion

The Impact of Family Environment on Entrepreneurial Interest

The results of the hypothesis test indicate that the family environment has a significant impact on students' entrepreneurial interest. This study shows that the family environment variable, with indicators such as the way parents raise/educate their children, relationships among family members, home atmosphere, family economic status, and cultural background, positively and significantly influences the entrepreneurial interest of students in the Agribusiness Management program at Campus 5 Ngawi by 66%. This indicates that the family environment significantly influences students' entrepreneurial interest.

The research results show a direct impact of the family environment on the entrepreneurial interest of students in the Agribusiness Management program at PSDKU Campus 5 Ngawi, which is 66%. This is because the family environment is the first place where students, as children, begin their life journey and spend most of their time. The education provided by parents from birth to adulthood plays an important role in shaping an individual's personality, mindset, and character.

These findings are consistent with the views of Buchari Alma (2013), who states that the environment, particularly in the form of "role models," plays a crucial role in shaping entrepreneurial interest. These role models may come from parents, siblings, other family members (such as grandparents, uncles, aunts, or children), friends, partners, or successful entrepreneurs. Regarding the parents' occupations, there is a tendency that children of parents who work independently and own businesses are more likely to follow in their parents' footsteps and become entrepreneurs. This phenomenon often serves as a source of inspiration for children from an early age.

The way parents raise their children plays a significant role in fostering entrepreneurial interest. Parenting that involves an approach that supports creativity, independence, and decision-making can encourage children to take an interest in entrepreneurship. Parents who allow their children to try new ideas, solve problems, and learn from failure will create a mentality that embraces risk-taking and innovative thinking. Additionally, parents who instill values of hard work, perseverance, and responsibility in daily life further strengthen their children's motivation to pursue business opportunities in the future.

The relationships among family members can significantly contribute to increasing an individual's entrepreneurial interest. Supportive interactions between parents, siblings, and other family members can create a positive environment for the development of entrepreneurial attitudes. Family members who share experiences, provide moral support, and instill entrepreneurial values can reinforce a child's determination to pursue business opportunities. Moreover, open communication and collaboration in problem-solving can enhance self-confidence and the courage to start a business, which in turn strengthens entrepreneurial interest.

A conducive home atmosphere plays a key role in enhancing students' entrepreneurial interest. A supportive home environment, with a comfortable and safe atmosphere, allows students to develop creative ideas and encourages the exploration of business opportunities. When home becomes a

place full of support, open communication, and inspiration from family members, it can reinforce students' determination to pursue entrepreneurship. A peaceful and harmonious home environment provides space for students to focus on personal development and opens up opportunities for them to start a business.

The family's economic status can influence students' entrepreneurial interest. When the family's economic situation is stable, it can provide greater opportunities for students to receive support in developing their entrepreneurial ideas. A stable economic situation also provides a sense of security, making students more willing to take risks and explore business opportunities. On the other hand, a family's less favorable economic condition can motivate students to seek ways to achieve financial independence, often resulting in increased interest in entrepreneurship.

Cultural background can also play a role in increasing students' entrepreneurial interest. A culture that supports entrepreneurship, instilled from an early age in the family or community, can shape a mindset and attitude that is more open to business opportunities. When students come from an environment that values innovation, hard work, and independence, they are more motivated to pursue an entrepreneurial path. A cultural background that encourages creativity and risk-taking can strengthen students' resolve to start their own businesses.

Although students have different characteristics such as their semester, gender, and business experience, they share the same perception regarding the indicators of parental upbringing, relationships among family members, home atmosphere, family economic status, and cultural background. They agree that the family environment is an inseparable part of the relationship between students, parents, and their families, which undoubtedly influences their thought processes and mindset.

The family environment is a primary factor in the early life of a student, influencing their entrepreneurial interest. As the first place for socialization, the family has a significant influence on students' mindset and attitudes. When parents, siblings, or other family members show support and set an example in entrepreneurship, this can inspire students to develop an entrepreneurial spirit. A supportive family environment that emphasizes the importance of financial independence will strengthen students' resolve to venture into the business world. This condition provides the mental foundation needed to start and run their own business.

CONCLUSION

Conclusion

Based on the analysis and data testing regarding the impact of the family environment on the entrepreneurial interest of students in the Agribusiness Management program at Campus 5 Ngawi, which was conducted using SPSS, the following conclusions can be drawn:

The family environment significantly influences the entrepreneurial interest of students in the Agribusiness Management program at Campus 5 Ngawi. Based on the analysis conducted in this study, it can be concluded that the family environment has a positive and significant effect on the

entrepreneurial interest of students in the Agribusiness Management program at Campus 5 Ngawi. The data obtained show that the family environment variable, with indicators such as parental upbringing, relationships among family members, home atmosphere, family economic status, and cultural background, has a strong impact in shaping students' entrepreneurial interest. The hypothesis test results show that the family environment contributes significantly in motivating students to develop entrepreneurial interest, with an influence percentage of 66%. This indicates that the family environment, as a primary factor in the early life of students, plays an important role in shaping their entrepreneurial attitudes. A supportive family, providing positive role models and creating a conducive atmosphere for the development of creative ideas, can encourage students to take more risks and explore business opportunities. Additionally, a stable family economic condition also plays a role in boosting students' confidence to become financially independent through entrepreneurship.

Thus, this study shows that the family environment has a significant impact on shaping students' entrepreneurial interest, which, in turn, can encourage them to start and manage businesses in the future.

Limitations

The results of this study have several limitations, as follows:

- a. The sample size used in this study was only 29 respondents from the Agribusiness Management program at Campus 5 Ngawi. The small sample size may affect how well the research results can be generalized to a larger population. Moreover, since the sample was taken from only one campus, the findings of this study may not fully reflect the views or experiences of students from different campuses or regions.
- b. This study focuses on only one variable, which is the family environment, as the factor being analyzed. By focusing on just one aspect, this research cannot comprehensively depict the influence of other factors that may also play an important role in the context under investigation.

Recommendations

Based on the findings of this study, the following recommendations are proposed:

- a. It is suggested that future research involve a larger sample size that includes students from various universities and regions. This will help expand the generalizability of the research findings and provide a more representative perspective on the impact of the family environment on entrepreneurial interest.
- b. Future studies are recommended to identify, examine in more depth, and potentially add more variables that may influence entrepreneurial interest, such as social factors, education, work experience, and the influence of friends or the social environment. By considering these

various variables, research can provide a more comprehensive understanding of the factors that contribute to shaping students' entrepreneurial interest.

- c. Parents are encouraged to pay more attention to the development of their children's entrepreneurial interest by providing guidance, motivation, and creating a home environment that supports the exploration of business ideas. The family's economic condition should also be considered, as it can provide students with a sense of security, encouraging them to take risks in entrepreneurship.

DAFTAR PUSTAKA

- Anggraeni, B., & Harnanik. (2015). Pengaruh Pengetahuan Kewirausahaan dan Lingkungan Keluarga Terhadap Minat Berwirausaha Siswa Kelas XI SMK Islam Nusantara Comal Kabupaten Pematang. In *Juni* (Issue 1).
- Ari Puspitaningrum, E., & Anugerah Izzati, U. (2023). *The Relationship Between Job Satisfaction and Turnover Intention of Machine Unit Production Employees at PT. X*. 10(01), 505–522.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik (Edisi Revisi)*. Rineka Cipta.
- Atmowijoyo, U., & Rahayu, E. (2024). The Role of Companions in the Wirausaha Baru (WUB) Program of Depok City in 2023. *Journal of Indonesian Social Sciences*, 5(6). <http://jiss.publikasiindonesia.id/>
- Barnadib, S. I. (1999). *Pengantar Ilmu Pendidikan Sistematis*. Andi Offset.
- BPS Ngawi. (2024). *Berita Resmi Statistik: Keadaan Ketenagakerjaan Kabupaten Ngawi Agustus 2024*.
- Buchari Alma. (2013). *Kewirausahaan: Pendekatan Praktis*. Alfabeta.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.
- 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>
- Gadzella, B. M. (2009). *Psychology of entrepreneurship*. Routledge.
- Ghozali, I. (2011). *Aplikasi Analisis Multivariate dengan Program IBM SPSS 19*. Badan Penerbit Universitas Diponegoro.
- Ghozali, I. (2017). *Ekonometrika Teori, Konsep dan Aplikasi dengan IBM SPSS 24 (3rd ed.)*. Badan Penerbit Universitas Diponegoro.
- Greissela A., S., Silvya L., M., & Ferdy Roring. (2023). Analisis Pengaruh Harga, Promosi, dan Kualitas Pelayanan terhadap Kepuasan Konsumen Pengguna Aplikasi Lazada di Kota Manado. *Roring. 1 Jurnal EMBA*, 11(3), 1–11. <https://iprice.co.id/insights/mapofecommerce/>

- Gustina, M., Sumiati, A., & Mardi. (2021). Pengaruh Penggunaan Media Sosial dan Lingkungan Keluarga Terhadap Minat Berwirausaha pada Mahasiswa Fakultas Ekonomi Universitas Negeri Jakarta. In *Pengaruh Penggunaan Media ...*. <http://repository.fe.unj.ac.id/id/eprint/10166>
- Harsojuwono, B. A., & Arnata. (2020). *Statistika Penelitian*. Madani Media.
- Hisrich, R. D., & Peters, M. P. (2014). *Entrepreneurship* (9th ed.). McGraw-Hill Education.
- I. Hardjana. (1994). *Psikologi Pendidikan*. Rineka Cipta.
- Kartini Kartono. (1996). *Sosiologi pendidikan: Suatu pengantar*. RajaGrafindo Persada.
- M. Mulyadi. (2015). *Pengantar Kewirausahaan*. Kencana.
- Monalisa. (2019). *Pengaruh Rasio Profitabilitas, Likuiditas, Leverage, dan Inflasi Terhadap Harga Saham pada Sektor Farmasi yang Terdaftar di Bursa Efek Indonesia Periode 2013-2017*. Sekolah Tinggi Ilmu Ekonomi Indonesia STIESIA Surabaya.
- Renninger, K. A., & Hidi, S. (2016). *Interest and its development*. In D. L. Medin (Ed.), *Handbook of the psychology of learning and motivation* (Vol. 64, pp.1–47). Academic Press.
- Riduwan, & Kuncoro, A. K. (2014). *Cara Menggunakan dan Memaknai Path Anaysis (Analisis Jalur)*. Alfabeta.
- Safitri, W., & Nurasik, N. (2022). The Influence of Entrepreneurial Spirit, Family Environment and Internal Locus of Control on Entrepreneurial Interest. *Journal of Islamic and Muhammadiyah Studies*, 2. <https://doi.org/10.21070/jims.v2i0.1554>
- Santrock, J. W. (2019). *Life-Span Development* (16th ed.). McGraw-Hill Education.
- Siregar, S. (2017). *Statistik Parametrik untuk Penelitian Kuantitatif Dilengkapi dengan Perhitungan Manual dan Aplikasi SPSS Versi 17* (Cetakan kelima). PT Bumi Aksara.
- Slamet, S. (2011). *Psikologi Pendidikan: Aplikasi dalam Pendidikan Keluarga*. Rineka Cipta.
- Slameto. (2010). *Belajar dan Faktor Faktor Yang Mempengaruhinya*. Rineka Cipta.
- Sugiyono, S. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (14th ed.). Alfabeta.
- Usman, H., & Akbar, P. S. (2020). *Pengantar Statistika "Cara Mudah Memahami Statistika"* (3rd ed.). PT Bumi Aksara.
- Y. Suryana. (2006). *Kewirausahaan*. Salemba Empat.
- Y. Suryana. (2013). *Kewirausahaan: Pendekatan Praktis dan Teoritis*. Salemba Empat.