

The Influence of Entrepreneurial Motives, Family Environment and Financial Literacy on Entrepreneurial Intentions

The Influence of
Entrepreneurial
Motives

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ABSTRACT

The high level of poverty and low entrepreneurship ratio in Indonesia have encouraged the government to increase the number of young entrepreneurs. By focusing on students of the Jakarta State University Entrepreneurial Student Program (Program Mahasiswa Wirausaha /PMW), this research aims to explore the influence of entrepreneurial motives, family environment, and financial literacy on entrepreneurial intensity. quantitative and uses survey research methods. This research uses dependent variables and independent variables. The results of quantitative research with 165 respondents show that partially entrepreneurial motives and family environment have a positive and significant influence on students' entrepreneurial intensity. Research recommends the need for entrepreneurship development programs that can strengthen entrepreneurial motives and create a family environment that supports student entrepreneurial activities. Although financial literacy has not been proven to have a significant effect, research highlights the importance of paying attention to other aspects that may be more dominant in motivating students to become young entrepreneurs. These findings provide a basis for development policies and educational programs that are more effective in increasing the intensity of entrepreneurship among students, so that they can make a positive contribution to the economy and reduce poverty levels.

Keywords: Entrepreneurial Motives, Family Environment, Financial Literacy, Entrepreneurial Intentions

ABSTRAK

Tingginya tingkat pengangguran dan rendahnya rasio kewirausahaan di Indonesia, yang mendorong pemerintah untuk meningkatkan jumlah wirausaha muda. Dengan fokus pada mahasiswa Program Mahasiswa Wirausaha (PMW) Universitas Negeri Jakarta, penelitian ini bertujuan untuk mengeksplorasi pengaruh motif berwirausaha, lingkungan keluarga, dan literasi keuangan terhadap intensi berwirausaha. kuantitatif dan menggunakan metode penelitian survei. Penelitian ini menggunakan jenis variabel terikat dan variabel bebas. Hasil penelitian kuantitatif dengan 165 responden menunjukkan bahwa secara parsial, motif berwirausaha dan lingkungan keluarga memiliki pengaruh positif dan signifikan terhadap intensi berwirausaha mahasiswa. Penelitian merekomendasikan perlunya pengembangan program kewirausahaan yang dapat memperkuat motif berwirausaha dan menciptakan lingkungan keluarga yang mendukung kegiatan wirausaha mahasiswa. Meskipun literasi keuangan tidak terbukti berpengaruh secara signifikan, penelitian menyoroti pentingnya memperhatikan aspek-aspek lain yang mungkin lebih dominan dalam memotivasi mahasiswa untuk menjadi wirausaha muda. Temuan ini memberikan landasan

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untuk pengembangan kebijakan dan program pendidikan yang lebih efektif dalam meningkatkan intensi berwirausaha di kalangan mahasiswa, sehingga dapat memberikan kontribusi positif terhadap perekonomian dan mengurangi tingkat pengangguran

Kata kunci: *Motif Berwirausaha, Lingkungan Keluarga, Literasi Keuangan, Intensi Berwirausaha*

INTRODUCTION

As the fourth most populous country in the world, Indonesia's population is increasing, from 237.64 million people in 2010 to 270.20 million people in 2020. During this period, Indonesia's population growth rate reached 1.25% per year (Badan Center for Statistics & Ministry of Home Affairs, 2021). This indicates that Indonesia is experiencing rapid population growth. However, this rapid population growth is not accompanied by a corresponding increase in employment opportunities, leading to high unemployment rates, including among the educated workforces. As of August 2023, the Open Unemployment Rate (TPT) in Indonesia is reported at 5.32%. Moreover, based on the highest level of education completed, Diploma I/II/III graduates and Diploma IV, S1, S2, S3 graduates have experienced an increase in TPT since August 2022, with respective increments of 0.20 percentage points and 0.38 percentage points (Central Statistics Agency, 2023). One potential solution to mitigate unemployment is to boost the number of entrepreneurs. However, the number of entrepreneurs in Indonesia remains relatively low, comprising only 3.47% of the total population. According to the Global Entrepreneurship Index issued by the Global Entrepreneurship and Development Institute, Indonesia is ranked 75th out of 137 countries (Acs et al., 2019). Sulistyorini & Santoso (2021) suggest that Indonesia needs to cultivate 4 million new entrepreneurs to achieve the ideal percentage of entrepreneurship and reduce unemployment. Entrepreneurial intention is considered the initial step in the entrepreneurial process (Tentama & Paputungan, 2019).

Individuals with entrepreneurial intentions are more likely to become entrepreneurs. These intentions are influenced by various factors, both internal and external. One of the internal factors influencing entrepreneurial intentions is entrepreneurial motives, defined as the impulses that drive individuals to become entrepreneurs (Maulana et al., 2022). External factors affecting entrepreneurial intentions include the family environment and financial literacy. In entrepreneurship, the family environment plays a crucial role in creating awareness, providing motivation, boosting self-confidence, and serving as an inspiring role model (Hahn et al., 2021). Meanwhile, financial literacy is significant when starting a business, as it reflects the individual's understanding of financial tools (Li & Qian, 2020). Individuals with good financial literacy are better prepared for entrepreneurship. Jakarta State University is one of the universities that facilitates students in expanding their knowledge and entrepreneurial skills. This is evidenced by the presence of entrepreneurship course programs, Entrepreneurial Student Program (*Program Mahasiswa Wirausaha/PMW*) activities, and various entrepreneurship training and seminars. In mapping the professions of Jakarta State University graduates in 2022, only 39 out of 3,486 total graduates (1.12%) became entrepreneurs. In comparison to 2021, where 113 out of 3,679 people (3.07%) became entrepreneurs, there was a decrease of 1.95% in graduates pursuing entrepreneurship. This decline indicates that the number of Jakarta State University graduates working as entrepreneurs is still very low, suggesting that students' entrepreneurial intentions may not be optimal yet.

Previous research has revealed that entrepreneurial intentions are positively influenced by entrepreneurial motives, family environment, and financial literacy (Amadea & Riana, 2020; Bilal et al., 2021; Fadillah & Thamrin, 2019; Fahmi et al., 2012; Fauziati & Suryani, 2020; Oggero et al., 2020; Palebangan et al., 2022; Sitepu & Safaruddin, 2020). Meanwhile, other research reveals the opposite, suggesting that entrepreneurial intentions are not influenced by entrepreneurial motives, family environment, and financial literacy (Alshebami & Al Marri, 2022; Artaningih & Mahyuni, 2021; Effrisanti & Wahono, 2022;

Hasanah & Friyatmi, 2023; Prawoto & Affandi, 2020; Yulia et al., 2021). Based on the results of this analysis, the present research aims to determine the influence of entrepreneurial motives, family environment, and financial literacy on the entrepreneurial intentions of Jakarta State University students. This study expands on existing research on students' entrepreneurial intentions by incorporating the variables of entrepreneurial motives and financial literacy. Additionally, it integrates four variables: entrepreneurial intentions, entrepreneurial motives, family environment, and financial literacy.

LITERATURE REVIEW

The Theory of Planned Behavior (TPB), developed by Icek Ajzen (1991) provides insights into how a person's intentions serve as predictors for their behavior (Nurbaeti et al., 2019). In this theoretical framework, three key factors contribute to the formation of intentions. Firstly, individuals evaluate their Attitude towards the behavior, determining whether the intended action is perceived as positive or negative. Secondly, Subjective norms, influenced by social factors like family, friends, and the environment, play a pivotal role in shaping behavior. Lastly perceived behavioral control involves an individual's belief in their ability to execute a behavior, considering potential risks and obstacles. Entrepreneurial intentions, as defined by Simatupang (2020), encompass ideas, notions, and creativity emerging from within an individual. These intentions, whether intentional or unintentional, guide a person's actions in establishing a business to fulfill life's needs. Fauziati & Suryani (2020) identify three primary categories of factors influencing individual entrepreneurial intentions. Internal factors include aspects like personality, willpower, behavior, and competencies possessed by the individual. External factors encompass elements such as family dynamics, economic conditions, and environmental factors related to the individual. Additionally, contextual factors, such as educational background, contribute to shaping entrepreneurial intentions. This comprehensive understanding of the Theory of Planned Behavior and factors influencing entrepreneurial intentions provides a valuable framework for analyzing and interpreting the dynamics of individuals' behaviors and decisions in the entrepreneurial context.

Research conducted by Wijaya (2007) and Rahmadani (2021), along with insights from Simatupang's book (2020), highlights the measurement of intentions through the lens of the Theory of Planned Behavior (TPB). Within the TPB, three dimensions are identified for gauging intentions. Firstly, the dimension of Attitude towards behavior encompasses aspects such as being interested in entrepreneurial views and maintaining positive or negative perspectives towards entrepreneurship. Secondly, Subjective norms involve the influence of support from different sources, including family, friends, and individuals considered significant in the context of starting a business. Lastly, the dimension of Control over behavior reflects an individual's belief in their ability to overcome challenges in entrepreneurship and their belief in the capacity to make optimal attempts.

Motives, defined as desires that drive individuals to take specific actions in pursuit of particular goals (Aradea, 2018), are integral to entrepreneurial endeavors. Dinar et al., (2020), the motives influencing engagement in work, including entrepreneurship, are explored. These motives include the drive to be creative and innovative, encouraging individuals to express their thoughts spontaneously in the face of change by offering unique alternatives. Another motive identified is the work motive, where individuals harbor enthusiasm or interest in meeting needs and performing tasks associated with their work. According to Pricilia & Russanti (2021), entrepreneurial motives can be measured using two key indicators. Firstly, the motive for being creative and innovative, and secondly, the motive for work. These indicators provide valuable insights into the underlying motivations that influence individuals to venture into entrepreneurship, contributing to a more comprehensive understanding of the factors at play in entrepreneurial decision-making.

The family environment plays a pivotal role as the primary source of education, significantly influencing children's behavior (Fathiyannida & Erawati, 2021). It serves as

the initial informal educational setting where children learn and develop, laying the foundation for the formation of their personality patterns, as highlighted by Hadian et al. (2022). Agustina (2019) further emphasizes the profound impact of the family environment on shaping an individual's entrepreneurial abilities. Creating a positive family environment becomes crucial, as suggested by Agustina (2019) for fostering entrepreneurial intentions in children. Parents, through motivation, support, and the provision of entrepreneurial facilities, have the potential to stimulate their children's interest and inclination toward entrepreneurship. In this context, the family environment becomes a key factor in influencing the trajectory of a child's entrepreneurial journey. Setiawan (2017) delves into the multifaceted nature of the family environment by identifying six indicators. These indicators encompass various aspects: how parents approach education, the dynamics of relationships between family members, the overall atmosphere within the home, the economic situation of the family, the understanding parents have of their children, and the cultural background that shapes the family dynamics. Each of these indicators contributes uniquely to the overall impact of the family environment on children's development, emphasizing the need for a holistic understanding of these factors in exploring the relationship between the family environment and entrepreneurial abilities.

Financial literacy is a critical skill encompassing the ability to manage financial resources in business, engage with financial goods and services, and effectively recognize and utilize financial management strategies (Andriamahery & Qamruzzaman, 2022). Particularly for entrepreneurs, possessing financial literacy is instrumental in managing their finances and facilitating access to financial institutions, as highlighted by Nurbaeti et al. (2019). This skill set equips entrepreneurs with the knowledge and understanding needed to navigate the complex financial landscape inherent in business endeavors. The assessment of financial literacy, Suherman, Wardani, & Khusaini (2020) and Yusnita & Abdi (2018) propose five key indicators. These indicators encompass basic financial knowledge, understanding savings principles, familiarity with loan mechanisms, knowledge of investment strategies, and the ability to engage in effective risk management. These dimensions collectively contribute to a comprehensive evaluation of an individual's financial literacy, reflecting their capacity to make informed financial decisions across various domains. Research conducted by Fahmi et al. (2012) underscores the direct positive influence of entrepreneurial motives on the level of entrepreneurial intention or interest. Similarly, Sitepu & Safaruddin (2020) support this perspective, noting that entrepreneurial motives exert both direct and indirect influences on students' entrepreneurial interest. This highlights the intricate relationship between financial literacy, entrepreneurial motives, and the development of entrepreneurial intentions. As financial literacy enhances entrepreneurs' ability to navigate financial aspects, it becomes a crucial component in shaping the broader entrepreneurial landscape.

Research by Fadillah & Thamrin (2019) and Fauziati & Suryani (2020) reveals that the family environment can significantly influence entrepreneurial intentions. The same results were obtained in research by Amadea & Riana (2020), that entrepreneurial intentions were influenced by the family environment which included family support and background. Research by Bilal et al. (2021) suggest that financial literacy, including financial attitudes and knowledge, can increase entrepreneurial intentions. Then research by Oggero et al. (2020), stated that financial literacy plays an important role in forming entrepreneurial intentions.

H1: There is an influence of entrepreneurial motives on entrepreneurial intentions.

H2: There is an influence of family environment on entrepreneurial intentions.

H3: There is an influence of financial literacy on entrepreneurial intentions.

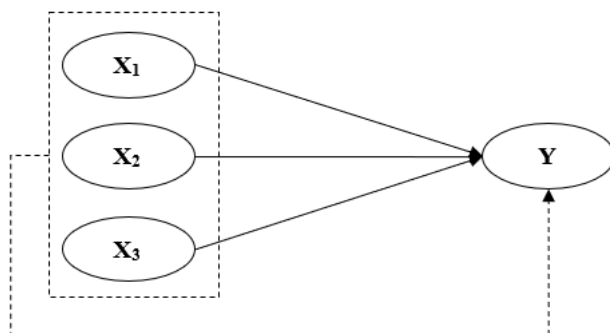


Figure 1. Constellation of Relationships between Variables X and Y

Information:

- Independent Variable (X₁) : Entrepreneurial Motives
- Independent Variable (X₂) : Family environment
- Independent Variable (X₃) : Financial Literacy
- Dependent variable (Y) : Entrepreneurial Intention
- : Direction of Partial Relationships
- - - - -→ : Direction of Simultaneous Relationships

RESEARCH METHODS

This research is quantitative and uses survey research methods. This research uses dependent variables and independent variables. Entrepreneurial intention is used as the dependent variable (Y). Meanwhile, entrepreneurial motives (X₁), family environment (X₂) and financial literacy (X₃) are independent variables. The relationship pattern in this research between three independent variables (X) and one dependent variable (Y). The population of this research is all students who took part in the Jakarta State University Student Entrepreneurship Program in 2023. Meanwhile, the population reached in this research were PMW 2023 students who passed the second stage of selection, totaling 283 students, with details as follows:

Table 1. List of the Top 70 Entrepreneurial Student Program (PMW) Teams in 2023

Faculty	Number of Students per Class				
	2019	2020	2021	2022	Total
faculty of Science Education	1	2	1	2	6
faculty of Language and Art	-	-	2	6	8
Faculty of Mathematics and Science	-	7	80	25	112
Faculty of Social Science	4	1	6	5	16
Faculty of Engineering	-	-	-	2	2
faculty of Sport Science	-	1	2	2	5
faculty of Economics	1	4	80	47	132
Faculty of Educational Psychology	-	-	-	2	2
Total	6	15	171	91	283

Source: Processed by researchers (2023)

The selection of research samples was carried out using a simple random sampling technique. The Slovin formula was used to determine the number of research samples. With a population of 283 students and an error rate of 5%, there were 165 students selected as the sample. This research collected data by distributing a four-point Likert scale closed questionnaire. Meanwhile, the data analysis techniques used are multiple linear regression analysis, normality test, linearity test, t test, F test, and coefficient of determination.

RESEARCH RESULTS

The sample in this research were Jakarta State University students class 2019-2022 who took part in the 2023 UNJ Entrepreneurial Student Program (PMW), with a total of 165 respondents. Below we will present respondent profile data based on facts and data obtained during the research.

Table 2. Identity of Research Respondents

No	Respondent Characteristics	Category	Amount	Percentage (%)
1. Gender		Man	63	38,2
		Woman	102	61,8
2. Age		19	54	32,7
		20	92	55,8
		21	19	11,5
3. Faculty		Faculty of Languages and Arts (FBS)	5	3,0
		Faculty of Economics (FE)	75	45,5
		Faculty of Sports Sciences (FIK)	5	3,0
		Faculty of Education (FIP)	2	1,2
		Faculty of Social Sciences (FIS)	10	6,1
		Faculty of Mathematics and Science (FMIPA)	66	40,0
		Faculty of Psychological Education (FPPsi)	1	0,6
4. Class Year		Faculty of Engineering (FT)	1	0,6
		2019	4	2,4
		2020	9	5,5
		2021	103	62,4
		2022	49	29,7
5. Family's background		Non-entrepreneur	106	64,2
		Entrepreneur	59	35,8

Source: SPSS v25 Output (2023)

Based on the research respondent identity table, it can be concluded that the respondents in this study were dominated by: (1) female students, amounting to 61.8%; (2) Students aged 20 years, amounting to 55.8%; (3) Students from the Faculty of Economics (FE), amounting to 45.5% and the Faculty of Mathematics and Natural Sciences (FMIPA), amounting to 40%; (4) Students from the class of 2021, amounting to 62.4%; and (5) Students who do not have an entrepreneurial family background, amounting to 64.2%.

Entrepreneurial intention data is primary data obtained by filling in a research instrument in the form of a questionnaire distributed via Google Form to 165 PMW UNJ 2023 students. The questionnaire contains 32 statement items that have gone through a validation and reliability process. The results of processing entrepreneurial intention data using SPSS ver.25 software are as follows:

Table 3. Descriptive Statistics for Entrepreneurial Intention Variables

	Statistics									
	N	Mean	Median	Mode	Std. Deviation	Variance	Range	Minimum	Maximum	Sum
Entrepreneurial Intention	165	92,96	93,00	97	12,391	153,547	68	57	125	15339
Valid	165									

Source: SPSS v25 Output (2023)

Based on the table above, it is known that the average score is 92.96, the median value is 93, the mode is 97, the standard deviation is 12.391, and the variance is 153.547. Then the highest score obtained was 125 and the lowest score was 57. Entrepreneurship motive data is primary data obtained by filling in a research instrument in the form of a questionnaire distributed via Google Form to 165 PMW UNJ 2023 students. The questionnaire contains 14 statement items that have gone through a validation and

reliability process. The results of data processing on entrepreneurial motives using SPSS ver.25 software are as follows:

Table 4. Descriptive Statistics for Entrepreneurial Motive Variables

Statistics										
	N	Mean	Median	Mode	Std. Deviation	Variance	Range	Minimum	Maximum	Sum
Entrepreneurial Motives	165	42,53	43,00	43	6,106	37,287	30	26	56	7018
Valid	165									

Source: SPSS v25 Output (2023)

Based on the table above, it is known that the average score is 42.53, the median value is 43, the mode is 43, the standard deviation is 6.106, and the variance is 37.287. Then the highest score obtained was 56 and the lowest score was 26. Family environment data is primary data obtained by filling in a research instrument in the form of a questionnaire distributed via Google Form to 165 PMW UNJ 2023 students. The questionnaire contains 25 statement items that have gone through a validation and reliability process. The results of processing family environmental data using SPSS ver.25 software are as follows:

Table 5. Descriptive Statistics of Family Environment Variables

Statistics										
	N	Mean	Median	Mode	Std. Deviation	Variance	Range	Minimum	Maximum	Sum
Family environment	165	78,06	79,00	81	11,229	126,082	51	49	100	12880
Valid	165									

Source: Output SPSS v25 (2023)

Based on the results of the analysis of 165 family environment data, it is known that the average score is 78.06, the mean value is 79, the mode is 81, the standard deviation is 11.229, and the variance is 126.082. Then the highest score obtained was 100 and the lowest score was 49. Financial literacy data is primary data obtained by filling in a research instrument in the form of a questionnaire distributed via Google Form to 165 PMW UNJ 2023 students. The questionnaire contains 23 statement items that have gone through a validation and reliability process. The results of processing financial literacy data using SPSS ver.25 software are as follows:

Table 6. Descriptive Statistics of Financial Literacy Variables

Statistics										
	N	Mean	Median	Mode	Std. Deviation	Variance	Range	Minimum	Maximum	Sum
Financial Literacy	165	71,64	71,00	65	9,206	84,745	46	46	92	11820
Valid	165									

Source: SPSS v25 output (2023)

Based on the results of the analysis of 165 financial literacy data, it is known that the average score is 71.64, the median value is 71, the mode is 65, the standard deviation is 9.206, and the variance is 84.745. Then the highest score obtained was 92 and the lowest score was 46. The results of the normality test using Kolmogorov-Smirnov can be concluded that the data in this study is normally distributed and can be used in further analysis. This can be proven by test results which show a significance level of 0.200, or greater than 0.05. The following are the results of the normality test carried out using SPSS ver.25 software:

Table 7. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		165
Normal Parameters ^{a,b}	Mean	0,0000000
	Std. Deviation	7,63788071
Most Extreme Differences	Absolute	0,062
	Positive	0,036
	Negative	-0,062
Test Statistic		0,062
Asymp. Sig. (2-tailed)		,200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: SPSS v25 output (2023)

The results of the linearity test using Analysis of Variance (ANOVA) can be concluded that there is a linear relationship between the variables of entrepreneurial motive, family environment and financial literacy with the variable of entrepreneurial intention. This can be proven by test results which show (1) The significance value of the deviation from linearity obtained by entrepreneurial motives and entrepreneurial intentions is $0.276 > 0.05$; (2) The significance value for deviation from linearity is $0.473 > 0.05$; and (3) The significance value for deviation from linearity is $0.972 > 0.05$. The following are the results of the linearity test for each variable carried out using SPSS ver.25 software:

Table 8. Linearity Test

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Entrepreneurial Intention *	Between Groups	(Combined)	16955,980	26	652,153	10,941	0,000
		Linearity	15210,070	1	15210,070	255,171	0,000
	Entrepreneurial Motive	Deviation from Linearity	1745,909	25	69,836	1,172	0,276
		Within Groups	8225,802	138	59,607		
Total			25181,782	164			
Entrepreneurial Intention * Family Environment	Between Groups	(Combined)	833	43	208,647	1,557	0,032
		Linearity	509	1	3305,509	24,674	0,000
	Entrepreneurial Motive	Deviation from Linearity	325	42	134,912	1,007	0,473
		Within Groups	9,948	121	133,967		
Total			1,782	164			
Entrepreneurial Intention * Financial Literacy	Between Groups	(Combined)	9043,708	40	226,093	1,737	0,011
		Linearity	6076,533	1	6076,533	46,690	0,000
	Entrepreneurial Motive	Deviation from Linearity	2967,176	39	76,081	0,585	0,972
		Within Groups	16138,073	124	130,146		
Total			25181,782	164			

Source: SPSS v25 output (2023)

Multiple linear regression analysis was carried out to determine whether there was a linear influence between Entrepreneurial Intentions as the dependent variable and the three independent variables used in this research, namely Entrepreneurial Motives, Family Environment, and Financial Literacy. The regression test carried out using SPSS ver.25 software produces the following data:

Table 11. Multiple Linear Regression

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	17,939	5,410		3,316	0,001
Entrepreneurial Motives	1,491	0,119	0,735	12,516	0,000

Family environment	0,146	0,066	0,133	2,223	0,028
Financial Literacy	0,002	0,092	0,002	0,027	0,979

a. Dependent Variable: Entrepreneurial Intention

Source: SPSS v25 output (2023)

Based on the results of the multiple regression test in the table above, the following multiple regression equation is obtained:

$$Y = 17,939 + 1,491X_1 + 0,146X_2 + 0,002X_3$$

So it can be interpreted that if the entrepreneurial motive, family environment and financial literacy variables have a value of 0, then entrepreneurial intention has a value of 17.939. Furthermore, for the regression coefficient values X1, (2) The regression coefficient X2 value of 0.146 states that every additional value of family environment will increase entrepreneurial intentions by 0.146; and (3) The regression coefficient value. The t test was carried out using SPSS by looking at the Coefficients output. In this study, a confidence level of 0.95 was used with an error tolerance level of 0.05. The following are the results of the t test in this stu Table 12. T test dy:

**Table 12. Uji t
Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	17,939	5,410		3,316	0,001
Entrepreneurial Motives	1,491	0,119	0,735	12,516	0,000
Family environment	0,146	0,066	0,133	2,223	0,028
Financial Literacy	0,002	0,092	0,002	0,027	0,979

a. Dependent Variable: Entrepreneurial Intention

Source: SPSS v25 output (2023)

Based on the table above, the entrepreneurial motive variable obtained a calculated t value of 12.516 with a t table value of $t(\alpha/2; n-k) = t(0.025; 161) = 1.975$. It was found that the calculated t value (12.516) exceeds the t table value (1.975) with a significance level of less than 0.05. Thus, it can be concluded that there is a positive and significant influence between Entrepreneurial Motives and PMW UNJ Students' Entrepreneurial Intentions. The family environment variable obtained a calculated t value of 2.223 with a t table value of 1.975. The results indicate that the calculated t value (2.223) is greater than the t table value (1.975) with a significance level of less than 0.05. Consequently, it can be concluded that there is a positive and significant influence between the Family Environment and the Entrepreneurial Intentions of PMW UNJ Students. The other hand the financial literacy variable obtained a calculated t value of 0.027 with a t table value of 1.975. The results reveal that the calculated t value (0.027) is less than the t table value (1.975) with a significance level of more than 0.05. Therefore, it can be concluded that there is no significant influence between Financial Literacy and the Entrepreneurial Intentions of PMW UNJ Students.

The F test was conducted using SPSS software, examining the Analysis of Variance (ANOVA) output. The criteria for this test suggest a simultaneous influence if the calculated F value exceeds the F table value. Based on the ANOVA test results in table 17, the calculated F value is 87.588, surpassing the critical F table value of 2.66. Thus, it can be concluded that there is a positive and significant simultaneous influence between entrepreneurial motives, family environment, and financial literacy on entrepreneurial intentions.

Table 13. F Test

Model	ANOVA ^a				
	Sum of Squares	df	Mean Square	F	Sig.
Regression	15614,477	3	5204,826	87,588	.000 ^b

Residual	9567,304	161	59,424
Total	25181,782	164	
a. Dependent Variable: Entrepreneurial Intention			
b. Predictors: (Constant), Financial Literacy, Family Environment, Entrepreneurial Motives			

Source: SPSS v25 Output (2023)

The coefficient of determination (R Square) is displayed in the Model Summary output from the analysis results using SPSS software. Based on the test results, it is known that the multiple correlation value or R is at 0.787. Then the R² or R Square value, which is the coefficient of determination, is 0.620. This means that 62% of entrepreneurial intentions can be explained by the variables of entrepreneurial motives, family environment, and financial literacy. While the remaining 38% is explained by other causes. The following are the test results in this research:

Table 14. Determination Coefficient Test

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	,787 ^a	0,620	0,613	7,709
a. Predictors: (Constant), Financial Literacy, Family Environment, Entrepreneurial Motives				
b. Dependent Variable: Entrepreneurial Intention				

Source: SPSS v25 output (2023)

DISCUSSION

The results of this study are consistent with previous research conducted by Fahmi et al. (2012) and Sitepu & Safaruddin (2020), that entrepreneurial motives have a positive and significant influence on entrepreneurial intentions. This conclusion is also in line with the results of research by Pricilia & Russanti (2021), namely that students agree that entrepreneurship requires entrepreneurial motives such as motives for work and channeling creative ideas. The motive for working is chosen by students as an alternative job in the new normal period to produce goods or services that suit market needs. Meanwhile, the motive for channeling creative ideas is considered important by students so that the goods or services produced can compete with similar products on the market. The influence of entrepreneurial motives on entrepreneurial intentions can be explained further through the Theory of Planned Behavior (TPB). This theory assumes that individuals' entrepreneurial intentions will be higher and the possibility of entrepreneurial behavior will occur if they have a positive attitude towards entrepreneurship, receive positive support, and are confident in entrepreneurship.

These three things can be obtained if the individual has a strong entrepreneurial motive. Someone with strong entrepreneurial motives and positive support for these motives tends to have a positive attitude towards entrepreneurship and feels that they have the skills and knowledge needed to succeed in the world of entrepreneurship. However, the results of this study contradict previous research by Yulia et al. (2021) who found that entrepreneurial motives had a negative effect on entrepreneurial intentions. This difference in results may be caused by differences in the indicators used. Research by Yulia et al. (2021) uses three indicators of entrepreneurial motives, namely motives to achieve hopes or desires, motives to gain profits, and motives to face risks. The results of this research are consistent with previous research conducted by Fadillah & Thamrin (2019), Fauziati & Suryani (2020), and Amadea & Riana (2020), that the family environment has a positive and significant influence on entrepreneurial intentions. This conclusion is also in line with the findings produced by Palebangan et al. (2022), which indicates that the family environment has a very important role in influencing someone to start a business and become an entrepreneur. This family environmental factor acts as an external influence that has an important role in encouraging and convincing individuals to engage in entrepreneurial activities. Therefore, the role of the family in forming and encouraging someone to become an entrepreneur can significantly increase their entrepreneurial intentions.

The influence of the family environment on entrepreneurial intentions can be further explained by the Theory of Planned Behavior (TPB) through the influence of attitudes, subjective norms, and control over behavior. A family environment that supports entrepreneurship can shape a person's positive attitude towards entrepreneurship; subjective norms in the form of support or opposition from family members can influence entrepreneurial intentions; then the family environment can also influence control over a person's entrepreneurial behavior, especially if the family provides training, knowledge and resources that support entrepreneurship. The results of this study contradict previous research by Prawoto & Affandi (2020) and Artaningih & Mahyuni (2021) which found that the family environment had no effect on entrepreneurial intentions. Prawoto & Affandi (2020) explained that these results were caused by the large number of students who came from non-entrepreneurial backgrounds. Meanwhile, Artaningih & Mahyuni (2021) found that the family environment does not influence the entrepreneurial intentions of the millennial generation. This generation is known to have high self-confidence, be independent, and master information technology, so they are able to make decisions without family interference.

The results of this research are in line with previous research conducted by Alshebami & Al Marri (2022); Effrisanti & Wahono (2022); and Hasanah & Friyatmi (2023), that financial literacy does not have a positive and significant influence on entrepreneurial intentions. According to Hasanah & Friyatmi (2023) in their research, this result was obtained because the level of student financial literacy was still very poor or in the quite good category, namely more than 50% of the sample had a correct score of 5 to 9 points out of a maximum of 15 points that can be obtained. Likewise, in this study, only around 47% of the total sample obtained a financial literacy score above the average. Even though the research results reveal that financial literacy does not have a significant influence on entrepreneurial intentions, research conducted by Effrisanti & Wahono (2022) states that students can still have entrepreneurial intentions which may be influenced by other factors. Meanwhile, financial literacy can still be improved over time. This is in line with the Theory of Planned Behavior (TPB) concept which emphasizes that financial literacy is not the only factor that influences entrepreneurial intentions, there are other factors that can form positive attitudes towards entrepreneurship and influence subjective norms. In addition, individuals can also have different perceptions about the control abilities they can exercise.

The results of this study contradict previous research by Bilal et al. (2021), who found that financial literacy has a positive effect on entrepreneurial intentions. This disparity in results may be attributed to differences in the indicators used. Bilal et al.'s (2021) research utilizes two dimensions of financial literacy as indicators, namely financial attitudes and financial understanding. The discrepancy in results may also be influenced by variations in the characteristics of the research respondents. In this study, women dominate the sample, comprising 61.8%. In contrast, prior research by Oggero et al. (2020) found that financial literacy had a positive and significant effect on men's entrepreneurial intentions but did not fully influence women's entrepreneurial intentions. Additionally, in this study, 45.5% of the students are from the Faculty of Economics (FE), and 40% are from the Faculty of Mathematics and Natural Sciences (FMIPA). These two student groups belong to different scientific disciplines. According to Kusumawardhani et al. (2020), in their research, students' financial literacy levels are influenced by their scientific discipline. Students with economics disciplines exhibit higher financial literacy knowledge compared to students with other disciplines. Differences in learning experiences within each department related to finance contribute to variations in students' financial literacy levels and their impact on entrepreneurial intentions.

Based on the results of the simultaneous regression coefficient test via the F test, it was found that the calculated F value was 87.588, which was greater than the F table value of 2.66. This shows that simultaneously, there is a positive and significant influence between Entrepreneurial Motives, Family Environment, and Financial Literacy on Entrepreneurial Intentions. Furthermore, through testing the coefficient of determination,

it is known that the R Square value obtained from this research is 0.620. It can be said that the percentage of independent variables used in this research, namely entrepreneurial motives, family environment, and financial literacy simultaneously influence entrepreneurial intentions by 62% and the rest is influenced by other factors not included in this study. The results of this research complement the findings of previous research conducted by Sitepu & Safaruddin (2020), which stated that entrepreneurial intentions are influenced simultaneously by family environmental variables, surrounding environment, entrepreneurial personality and entrepreneurial motives. As well as research by Viana Sari (2021) which states that financial literacy and family environment simultaneously influence students' entrepreneurial interests or intentions. Therefore, this research further emphasizes that entrepreneurial motives, family environment, and financial literacy simultaneously have a significant influence on entrepreneurial intentions.

CONCLUSIONS AND SUGGESTION

Entrepreneurial motives have a positive and significant effect on entrepreneurial intentions. This can be interpreted that the better the entrepreneurial motives a student has, the greater his entrepreneurial intentions will be. Family environment has a positive and significant effect on entrepreneurial intentions. This can be interpreted that the better the role of the family environment felt by students will increase their entrepreneurial intentions. Financial literacy has no effect on entrepreneurial intentions. This is because the level of financial literacy possessed by students is still inadequate, namely only around 47% of the total sample got a financial literacy score above the average. Entrepreneurial motives, family environment, and financial literacy simultaneously have a positive and significant effect on entrepreneurial intentions. This can be interpreted as increasing entrepreneurial motives, family environment, and financial literacy together will also increase entrepreneurial intentions among students.

Future researchers are expected to be able to consider other factors that might influence entrepreneurial intentions. Although entrepreneurial motives and family environment have been proven to have a significant influence, it is possible that there are other factors that also have an important contribution. The results of research regarding the influence of financial literacy in this study showed insignificant results. Therefore, it is hoped that future researchers will be able to explore aspects of financial literacy further, or by conducting research again using a different population and test equipment so that it is possible to get different results. Future researchers are expected to consider samples from various age groups, genders, and socio-economic backgrounds to gain a more comprehensive understanding of the factors that influence entrepreneurial intentions. Future researchers are expected to be able to distribute questionnaires directly to provide better understanding to respondents when filling in the statement items in the questionnaire. This is expected to increase the accuracy of the data obtained.

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