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Analysis of Factors that Influence Student Interest in Entrepreneurship with Entrepreneurial Character as an Intervening Variable

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ABSTRACT

The research aims to determine entrepreneurial knowledge, self-efficacy, family environment and business reasoning ability on entrepreneurial character at the Faculty of Economics and Business at a private university in Palopo City, South Sulawesi. To determine the influence of entrepreneurial knowledge, self-efficacy, family environment and business reasoning ability towards students' interest in entrepreneurship with entrepreneurial character as an intervening variable at the Faculty of Economics and Business at a Private University in Palopo City, South Sulawesi. The research method used is quantitative research which uses a deductive-inductive approach.) or rejection in the form of empirical field data documents. This research uses data analysis that is adapted to the research pattern of the variables studied. The sample in this study consisted of 272 respondents from various private universities in the city of Palopo. The research results found that entrepreneurial knowledge, family environment self-efficacy and business reasoning ability influence on entrepreneurial interest. Entrepreneurial knowledge, self-efficacy, work environment and reasoning ability through entrepreneurial character influence entrepreneurial interest. Entrepreneurial knowledge is the most dominant variable influencing interest in entrepreneurship.

Keyword : Interest, Entrepreneurship, Self-Efficacy, Family Environment, Business Reasoning Ability. Entrepreneurial Character

Introduction

Human resource development is a necessity that needs to be implemented in a comprehensive, directed and integrated manner in various fields, especially in the fields of education, training and providing employment opportunities. The human resource development program aims to enable humans to adapt to the environment and be active in exploring the surrounding environment. Developing intellectual abilities, skills and creativity is very important for entrepreneurs to achieve independence and improve their work ethic. The development of entrepreneurship is a hot topic in industrial countries today. The role of universities in motivating students to become young entrepreneurs is the key to increasing the number of entrepreneurs. However, the low interest in entrepreneurship in Indonesian society is a challenge, as shown by its ranking 22nd out of 47 countries in interest in entrepreneurship according to the Global Entrepreneurship Monitor.

The Indonesian government has included entrepreneurship material in the education curriculum from elementary to tertiary level to create educated entrepreneurs and change the mindset of looking for work after graduation. However, the low level of entrepreneurial activity is caused by a lack of interest among the public. Kasmir (2007) stated that the orientation of students tends to be looking for work rather than creating jobs. Faculties at various universities have implemented entrepreneurship courses and held seminars to increase students' understanding and interest in entrepreneurship. Despite this, surveys show that many graduates prefer to be employees rather than entrepreneurs, leading to high levels of educated unemployment. Entrepreneurship education in Indonesia is still lagging compared to other countries, such as Europe and North America, which have implemented entrepreneurship education since the 1970s. Studies show that understanding entrepreneurial values is also important besides entrepreneurial knowledge itself.

Students are given entrepreneurship instruction through courses and fieldwork courses to develop their desires and abilities in the field of entrepreneurship. Interest in entrepreneurship is defined as the desire to work independently or run your own business, with creativity being an important aspect because business requires innovation and response to change. Interest in entrepreneurship is influenced by internal and external factors. Internal factors include individual characteristics such as character, age, gender, and work experience. External factors involve the influence of the surrounding environment and contextual conditions. Entrepreneurial experience, whether through job training or personal experience, plays a key role in forming an interest in entrepreneurship.

Family factors, including parents' jobs and motivational drives, also influence students' entrepreneurial interests. A family environment that encourages creativity and provides business examples can stimulate students' interest in entrepreneurship. Self-efficacy, the ability to persist and overcome obstacles, is also an important factor in developing an interest in entrepreneurship. The importance of reasoning skills and entrepreneurial management is recognized as an integral part of building entrepreneurial interest. Entrepreneurs are considered individuals who can create something new and different, with the characteristics of creativity, innovation and the courage to take risks. In the educational context, self-efficacy and reasoning abilities are crucial in preparing students to become successful entrepreneurs. Education must not only provide a foundation for reason and logic but also build inspiration, creativity, morals, intuition and spirituality. This research aims to analyze the factors that influence students' interest in entrepreneurship with entrepreneurial character as an intervening variable at the Faculty of Economics and Business at Private Universities in Palopo City, South Sulawesi. Thus, it is hoped that this research can provide a deeper understanding of the factors that influence interest in entrepreneurship among students and the role of entrepreneurial character as an intermediary in this process.

Research Method

This research design is quantitative research with a deductive-inductive approach. Data analysis was carried out using a causality model using Structural Equation Modeling (SEM) through the AMOS program. The research population was 11,522 second-level and third-level undergraduate students at the Faculty of Economics and Business at private universities in Palopo City. The research sample was taken using non-probability sampling with a purposive sampling technique, and the sample size was 270 students. The research variables consist of independent variables (Entrepreneurship Knowledge, Self-Efficacy, Family Environment, Business Reasoning Ability) and dependent variables (Entrepreneurial Interest). The analysis technique used involves an intervening variable, namely Entrepreneurial Character. The research instrument is a questionnaire with a Likert scale.

The research was conducted on students from the Faculty of Economics and Business at private universities in Palopo City, covering five universities. The time for conducting the research is May to August 2023. The data used includes primary data obtained directly from respondents through questionnaires and secondary data from Internet media, journal articles and company documents. Data collection used three methods, namely questionnaires, observation and interviews. Questionnaires were used to collect primary data, while observations and interviews were used as secondary data collection methods. The measurement scale uses a Likert scale with a score of 1-5. This research involves variables such as Entrepreneurial Knowledge, Self-Efficacy, Family Environment, Business Reasoning Ability, Entrepreneurial Interest, and Entrepreneurial Character as intervening variables. Validity and reliability tests were carried out to ensure the quality of the research instruments. The data analysis process was carried out after collecting the questionnaire with the help of the AMOS program.

Results and Discussion

Description of Research Locations includes four faculties at various universities in Palopo City, South Sulawesi. First of all, the Business Faculty of Mega Buana University Palopo has a long history, starting as a College of Health Sciences in 2009. After achieving achievements and accreditation, in 2020, STIKES Mega Buana changed to Mega Buana University Palopo with two faculties, namely the Faculty of Health and the Faculty of Business. The organizational structure of the Faculty of Business, Mega Buana Palopo University is also a focus, showing commitment to developing quality education and superior study programs, such as entrepreneurship and international trade.

Furthermore, the Faculty of Economics and Business, Muhammadiyah University of Palopo (Unismuh Palopo) has a history that begins with the founding of STIE Muhammadiyah Palopo in 1986. With support from Muhammadiyah, this college developed rapidly, underwent a name change and finally, together with two other universities, formed Palopo Muhammadiyah University. The Unismuh Palopo Faculty of Economics and Business, formerly STIE Muhammadiyah, has a good reputation and the largest number of students at the university. As the oldest faculty with experience in managing academic education, FEB Unismuh Palopo continues to be the community's first choice. Then, the Faculty of Economics at Andi Djemma Palopo University was founded in 1995 by the Luwu Family Harmony Lecturer Professional Association. As a private university in South Sulawesi, Unanda Palopo has opened nine study programs that combine community needs with learning while working patterns.

Lastly, the Faculty of Economics and Business, Institut Kurnia Jaya Persada (IKB) Palopo has a history that began in 2006 as STIKES Kurnia Jaya Persada. In 15 years, IKB KJP developed into an Institute of Health and Business with two faculties, namely the Faculty of Health and Business. This

university has a vision to be superior and globally competitive in the fields of health and business. The research Description then discusses the characteristics of respondents, including gender, university origin, major, semester, and business ownership. The research results show the dominance of female respondents from various universities, especially from the Muhammadiyah University of Palopo. The Management Department was the department with the largest number of respondents, especially from semester 4. As many as 54.77% of respondents had businesses, showing students' interest in the business world.

Result

Validity Test

In this research, a validity test was carried out using Confirmatory Factor Analysis (CFA) through the AMOS program. CFA aims to measure the extent to which indicators (questionnaire statements) can reflect a measured variable. The validity of each indicator is checked through a loading factor which is considered valid if the value is ≥ 0.50 (Ghozali, 2017). The results of the validity test in this research are as follows:

Example of table and figure

The written table and figure are as follows

Table 1. Validity Test

		Variable	Loading Factor	Cr
X1.4	<---	Knowledge_Entrepreneurship	0.85	0.05
X1.3	<---	Knowledge_Entrepreneurship	0.741	0.05
X1.2	<---	Knowledge_Entrepreneurship	0.729	0.05
X2.3	<---	Family environment	0.786	0.05
X2.2	<---	Family environment	0.904	0.05
X2.1	<---	Family environment	0.761	0.05
X3.4	<---	Self_Efficacy	0.886	0.05
X3.3	<---	Self_Efficacy	0.862	0.05
X3.2	<---	Self_Efficacy	0.818	0.05
X4.4	<---	Ability Business Reasoning	0.814	0.05
X4.3	<---	Ability Business Reasoning	0.858	0.05
X4.2	<---	Ability Business Reasoning	0.841	0.05
Y1.2	<---	Character_Entrepreneurship	0.881	0.05
Y1.3	<---	Character_Entrepreneurship	0.936	0.05
Y1.4	<---	Character_Entrepreneurship	0.84	0.05
Y2.1	<---	Interest_Entrepreneurship	0.764	0.05
Y2.2	<---	Interest_Entrepreneurship	0.864	0.05
Y2.3	<---	Interest_Entrepreneurship	0.857	0.05
Y2.4	<---	Interest_Entrepreneurship	0.89	0.05
X2.5	<---	Family environment	0.783	0.05
Y1.6	<---	Character_Entrepreneurship	0.071	0.05
X4.6	<---	Ability Business Reasoning	0.678	0.05
X2.6	<---	Family environment	0.826	0.05

Source: Results of Amos, 2023

Based on the results of the validity test, show that the question items used in the research have an r table greater than or above 0.05. So it can be concluded that the questionnaire used on the variables Entrepreneurial Knowledge, Self-Efficacy, Family Environment, and Business Reasoning Ability as independent variables as well as entrepreneurial character and Entrepreneurial Interest as a dependent variable is declared valid as a variable measuring tool.

Reliability Test

Reliability is a tool for measuring a questionnaire which is an indicator of a variable or construct. A questionnaire is said to be reliable or reliable if a person's answers to questions are consistent or stable over time. To measure items in the statement if $CR > 0.70$ and $AVE > 0.50$. The results of the reliability test in this research can be seen in the following table:

Table 2. Test Reliability

Variable	Statement Items	CR	AVE	r table	Information
Knowledge Entrepreneurship (X1)	X11	0.92	0.59	$CR > 0.70$ and $AVE > 0.50$	Reliable
	X12				
	X13				
	X14				
	X15				
	X16				
	X17				
	X18				
	X21				
	X22				
Efficacy (Y2)	X23	0.92	0.59	$CR > 0.70$ and $AVE > 0.50$	Reliable
	X24				
	X25				
	X26				
	X27				
	X28				
	X31				
	X32				
	X33				
	X34				
Environment Family (X2)	X35	0.93	0.65	$CR > 0.70$ and $AVE > 0.50$	Reliable
	X36				
	X37				
	X38				
	X41				
	X42				
	X43				
	X44				
	X45				
	X46				
Ability Business Reasoning (Y3)		0.94	0.66	$CR > 0.70$ and $AVE > 0.50$	Reliable

Variable	Statement Items	CR	AVE	r table	Information
Character Entrepreneurship (Y1)	X47	0.99	0.81	CR>0.70 and AVE>0.50	Reliable
	X48				
	Y11				
	Y12				
	Y13				
	Y14				
	Y15				
	Y16				
	Y17				
	Y18				
Entrepreneurial Interest (Y4)	Y21	0.99	0.58	CR>0.70 and AVE>0.50	Reliable
	Y22				
	Y23				
	Y24				
	Y25				
	Y26				
	Y27				
	Y28				
	Y29				
	Y210				

Source: Results of Amos, 2023

Normality test

The normality Test is used to determine whether the data is correct and whether it is distributed normally in a multivariate manner or not, if this stage has been fulfilled then it can be processed further to the SEM modelling stage. Data is normally distributed if the curator value is greater than the critical value, normality test results can seen in the table as follows:

Table 3. Normality Test

Variables	min	max	kurtosis	cr
X3.8	1,000	5,000	2,873	9,674
X1.3	1,000	5,000	2,837	9,552
X2.7	1,000	5,000	3,094	10,414
Y2.2	1,000	5,000	2,794	9,406
X2.6	1,000	5,000	1,096	3,688
X2.3	1,000	5,000	,864	2,907
X2.8	1,000	5,000	2,215	7,456
X4.2	1,000	5,000	,175	,590
X4.4	1,000	5,000	,847	2,853
X4.8	1,000	5,000	1,637	5,512
Y2.3	1,000	5,000	1,530	5,151
Y2.5	1,000	5,000	2,991	10,070

Variables	min	max	kurtosis	cr
Y2.1	1,000	5,000	3,946	13,283
Y2.8	1,000	5,000	1,555	5,236
Y1.8	1,000	5,000	1,097	3,692
Y1.6	2,000	5,000	12,631	42,522
Y1.5	1,000	5,000	1,071	3,606
Y1.3	1,000	5,000	1,020	3,435
Y1.2	1,000	5,000	,854	2,875
X3.7	1,000	5,000	4,244	14,286
X3.3	1,000	5,000	2,386	8,034
X3.5	1,000	5,000	3,995	13,449
X3.6	1,000	5,000	3,848	12,953
X1.4	1,000	5,000	3,194	10,754
X1.5	1,000	5,000	1,358	4,571
X1.8	1,000	5,000	1,273	4,284
Multivari- ate			330,035	71,324

Source: Results of Amos, 2023

Based on the results in the table test Normality table shows that the kurtosis value is 330.035 > critical value 71,324. According to Widianingrum (2019) if more kurtosis value is big from mark leftistical it means that this research data is distributed normally in a multivariate manner and can be processed further at the SE M modelling stage because it has a curators value greater than the critical value.

Confirmatory Factors Analysis (CFA)

CFA is a special form of factor analysis. CFA was used To evaluate the connection of a number variable Whose nature is independent of Which other. Analysis factor is a technique For combining questions or variables Which can create a factor new as well as combine targets For creating group new search consecutive. There are two types of testing in stage This that is: Confirmatory Factors Analysis (CFA), namely the measurement model and the structural equations model (SEM). The CFA measurement model is directed to investigate unidimensionality from indicators Which explain A factor or a latent variable. Like the case in CFA, testing SEM is Also done with two types of tests, namely model suitability tests and significance tests causality through regression coefficient testing. Analysis steps to test The research model was carried out in three stages, namely first: testing conceptual model. If the test results on this concept model it is not satisfactory then proceed with the second stage, namely: provide modification treatment to the model developed after paying attention to index modification And support (justification) from existing theory. Furthermore, if in the second stage results are still obtained Which not enough satisfying, so take stage third with the method eliminate or remove (drop) variables that have a CR value (Critical Ratio) which is smaller than 1.96, as this variable is viewed as No dimensions The same with variable other For explain A variable latent (Ferdinand, 2002:132). Loading factors or lambda value (λ) This is used To evaluate compatibility, suitability or unidimensionality from indicators Which form dimensions or variables. For testing CFA from every variable to model overall whether it is satisfactory or not is based on goodness criteria of fit.

a. CFA Variables Knowledge Entrepreneurship

Variable *Customers Relations Management* own 3 variables Which will be tested, that is :

CRM1 = Business Knowledge

CRM2 = Knowledge Roles and Responsibilities _

CRM3 = Knowledge management and organization

Next Amos test images 2022 with analysis CFA :

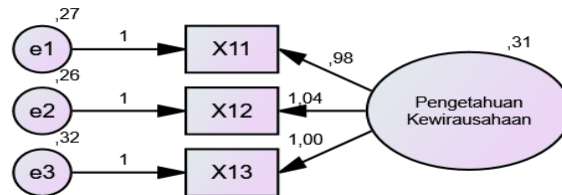


Figure 1.

Source: Results of Amos (2023)

Based on output AMOS is known that all over indicator constructor *Customer's* first order *Relations Management* has valueloading significant factor, where all loading values factors exceed numbers 0.5. If all the indicators forming the construct are significant then yes used in representing analysis data.

b. CFA Variables Environment Family

Variable *Customers Relations Management* own 3 variables Which will be tested, that is :

CRM1 = Parental Upbringing

CRM2 = State Economic Family

CRM3 = Background _ Culture

Next Amos test images 2022 with analysis CFA :

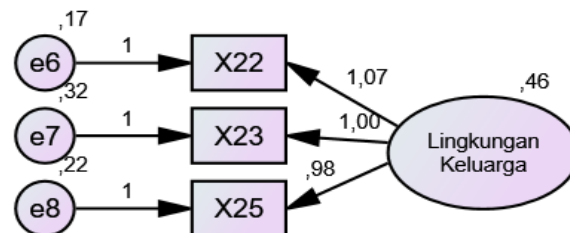


Figure 2.

Source: Results of Amos (2023)

Based on output AMOS is known that all over indicator shaper the construct of first order *Customer Relations Management* has marksignificant loading factor, where all over the loading factor value exceeds number 0.5. If all indicator shaper constructs are Already significant so can used to represent analysis data.

c. CFA Variables Character Entrepreneurship

Variable *Customers Relations Management* own 3 variables Which will be tested, that is :

CRM1 = Creativity

CRM2 = Productive

CRM3 = Taking Risk

Next Amos test images 2022 with analysis CFA :

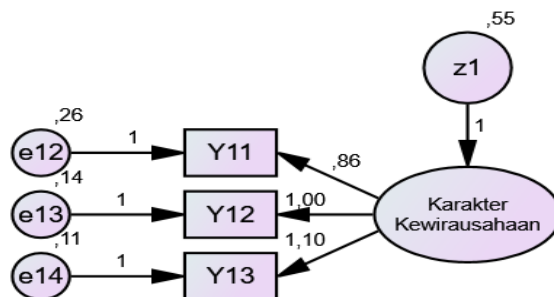


Figure 3.

Source: Results of Amos (2023)

Based on output AMOS is known that all over indicator shaper the construct of first order *Customer Relations Management* has marksignificant loading factor, where all over the loading factor value exceeds number 0.5. If all indicator shaper constructs are Already significant so can used to represent analysis data

d. CFA Variables Self-Efficacy

Variable *Customers Relations Management* own 3 variables Which will be tested, that is :

CRM1 = Personal Ability

CRM2 = Capabilities Face Obstacle

CRM3 = Ability Interaction

Next Amos test images 2022 with analysis CFA :

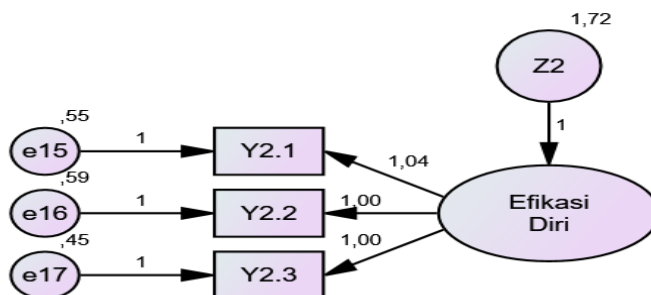


Figure 4.

Source: Results of Amos (2023)

Based on output AMOS is known that all over indicator shaper the construct of first order *Customer Relations Management* has marksignificant loading factor, where all over the loading factor value exceeds number 0.5. If all indicator shaper constructs are Already significant so can used to represent analysis data.

e. CFA Variables Ability Business Reasoning

Variable *Customers Relations Management* own 3 variables Which will be tested, that is :

CRM1 = Smoothness Think

CRM2 = Dexterity Think

CRM3 = Authenticity Think

Next Amos test images 2022 with analysis CFA :

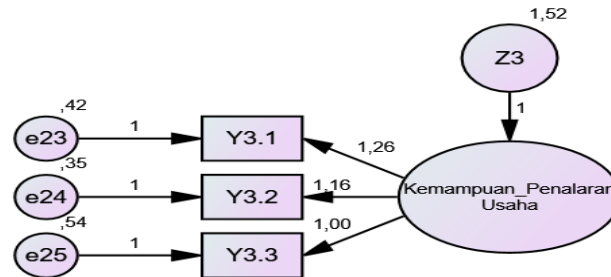


Figure 5.

Source: Results of Amos (2023)

Based on output AMOS is known that all over indicator shaper the construct of first order *Customer Relations Management* has marksignificant loading factor, where all over the loading factor value exceeds number 0.5. If all indicator shaper constructs are Already significant so can used to represent analysis data.

f. CFA Variable Interest in Entrepreneurship

Variable *Customers Relations Management* own 3 variables Which will be tested, that is :

CRM1 = Self- confident

CRM2 = Own Initiative

CRM3 = Have a Leadership Spirit

Next Amos test images 2022 with analysis CFA :

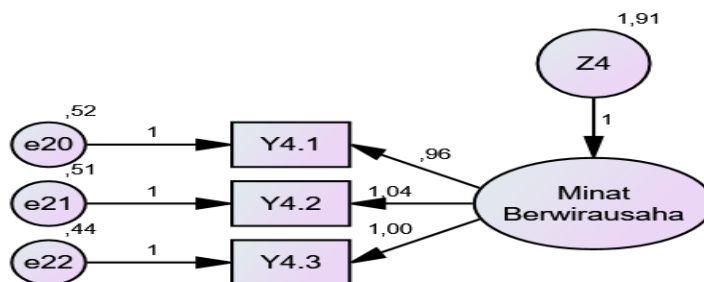


Figure 6.

Source: Results of Amos (2023)

Based on output AMOS is known that all over indicator shaper the construct of first order *Customer Relations Management* has marksignificant loading factor, where all over the loading factor value exceeds number 0.5. If all indicator shaper constructs are Already significant so can used to represent analysis data.

Goodness Of Fit

The goodness of fit test aims To know whether the model has been appropriately used For analysing the study. The goodness of fit test was tested using the device's AMOS software. The test result can seen in the picture as follows.

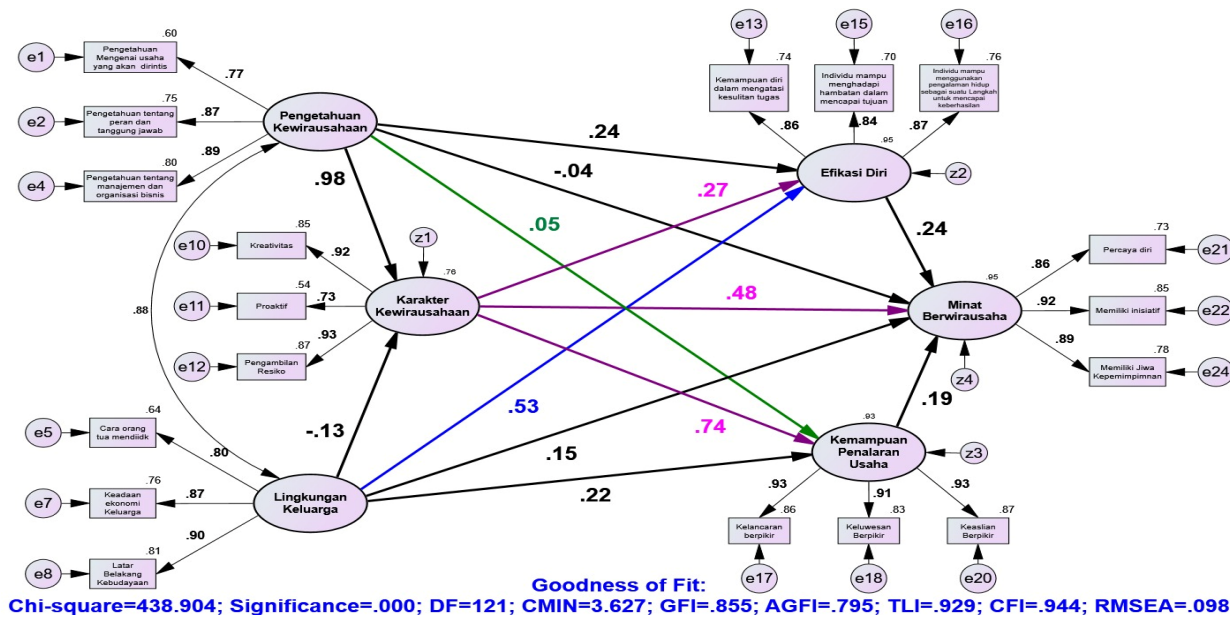


Figure 7.
Source: Results of Amos (2023)

Table 4. Goodness of Fit

Index	Cut OF Values	Results	Model Evaluation
Chi-Square	p Value ≥ 0.05	438,904	Good
Probability	≥ 0.05	0.062	Good
RMSEA	≤ 0.08	0.098	Very Good
GFI	≥ 0.80	0.855	Very Good
AGFI	≥ 0.90	0.795	Good
TLI	≥ 0.90	0.929	Very Good
CMIN/DF	≤ 5.00	3,627	Very Good
CFI	≥ 0.90	0.944	Very Good

Source: Results of Amos, 2023

Based on the results of data processing as well as evaluation against the model, found the goodness of fit criteria used to show results tend OK, according to (Hair, et. al 2019) Use goodness of fit 3-4 that meet condition Already sufficient For evaluate appropriateness a model. meaning the model is complete by data or a conceptual model that is developed and supported by facts. There are two conditions in test goodness of fit, The first is the statistics instrument with measure mark Probability,

RMSEA, GFI, AGFI, TLI, CMIN /DF, and CFI. Condition second is with the non-statistics instrument.

Test Causality

Test causality is useful For knowing the accuracy variable And Influence of reciprocal between variables, In this study, the causal test was tested using AMOS. Once it is known that the model is appropriate then the variables can be interpreted as estimates to be able to explain the influence between the dependent variable and independent variables influence each other. Coefficient- estimate the hypothesis in the study This, results from AMOS can be seen in attachment 2 Regression Weight while estimate can be presented in the following structural equation.

$$Y1 = 0.192 X1 + 0.129 X2 + e$$

$$Y2 = 0.146 X1 + 0.079 X2 + 0.061 Y1 + e$$

$$Y3 = 0.173 X1 + 0.085 X2 + 0.078 Y1 + e$$

$$Y4 = 0.155$$

Standard Values Estimate (S.E) on output AMOS shows value coefficient regression influence between variables, whereas mark probability shows the influence between variables. A variable is declared significant if the value probability is not enough from 0.05. Below are presented the test results in Table :

Table 5. Result of Analysis

	Variable		Estimate	S.E	CR	Sig	Information
1	X2_Family_Environment	→ Y1_Character_Entrepreneurship	-0.139	0.129	-1,081	0.280	Not significant
2	X1_Knowledge_Entrepreneurship	→ Y1_Character_Entrepreneurship	1,409	0.192	7,324	0,000	Significant
3	X2_Family_Environment	→ Y2_Self_Efficacy	0.457	0.079	5,827	0,000	Significant
4	X2_Family_Environment	→ Y3_Ability_Reasoning_Effort	0.243	0.085	2,867	0,000	Significant
5	X1_Knowledge_Entrepreneurship	→ Y2_Self_Efficacy	0.278	0.146	1,908	0.004	Significant
6	X1_Knowledge_Entrepreneurship	→ Y3_Ability_Reasoning_Effort	0.081	0.173	0.467	0.140	Not significant
7	Y1_Character_Entrepreneurship	→ Y2_Self_Efficacy	0.219	0.061	3,569	0,000	Significant
8	Y1_Character_Entrepreneurship	→ Y3_Ability_Reasoning_Effort	0.781	0.078	9,959	0,000	Significant
9	X1_Knowledge_Entrepreneurship	→ Y4_Interest_In Entrepreneurship	-0.045	0.155	-0.228	0,000	Significant
10	Y2_Self_Efficacy	→ Y4_Interest_In Entrepreneurship	0.261	0.270	0.968	0.773	Not significant
11	Y1_Character_Entrepreneurship	→ Y4_Interest_In Entrepreneurship	0.414	0.140	2,955	0.003	Significant
12	Y3_Ability_Reasoning_Effort	→ Y4_Interest_In Entrepreneurship	0.154	0.122	2,261	0.003	Significant
13	X2_Family_Environment	→ Y4_Interest_In Entrepreneurship	0.139	0.153	0.913	0.007	Significant

Source: Results of Amos, 2023

The table explains the influence and significance of each -each variable as follows.

a. Influence between Environment Family (X2) Against Character Entrepreneurship (Y1)

Based on the results and analysis is known that variable Environment Family (X2) does not own Influence positive and significant to Character Entrepreneurship (Y1) These results obtained an estimated value

of -0.139, CR value of -1.081 and obtained mark significance of 0.280 which is $>$ bigger of α 0.05, so hypothesis H 0 in study This accepted and rejected H1 which means No there is Influence the positive and significant between Knowledge ahaan's entrepreneurship (X1) against character Entrepreneurship (Y1).

b. Influence Knowledge Entrepreneurship (X1) To Character Entrepreneurship (Y1)

Based on the results analysis is known that knowledge entrepreneurship (X1) has a Significant positive influence on Character Entrepreneurship (Y1). These results were obtained from a mark estimate as big as 1,409, a mark CR as big as 7,324 And obtain mark significance as big as 0,000 $>$ smaller than α 0.05. So hypothesis H 0 in this research rejected and accepted the H1 It means there is an Influence Which positive And significant between Knowledge Entrepreneurship (X 2) to Character Entrepreneurship (Y1).

c. Influence of family environment (X2) T on Self- efficacy (Y2)

Based on the results of data analysis, it is known that the family environment (X2) influences Self-efficacy (Y2). These results obtained an estimated value of 0.457, CR value of 5,827, and mark significance big $>$ 0,000 $<$ smaller from α 0.05. So hypothesis H 0 in the study accepted and accepted H1 Which means there is Influence which is significant between Family environment (X2) with Self- Efficacy (Y2).

d. Influence Environment Family (X2) Against Ability Business Reasoning (Y3).

Based on the results analysis of known data the Environment Family (X2) has an Influence to Ability reason business (Y 3). These results obtained an estimated value of 0.243, mark CR as big as 2,867 And obtained a mark big significance $>$ 0,000 $>$ bigger from α 0.05. So hypothesis H 1 in the study This accepted $>$ Which means there is Influence is significant between the Environment family (X 2) and with Ability Reasoning business (Y 3).

e. Influence Knowledge Entrepreneurship (X1) To Self- Efficacy (Y2)

Based on the results analysis of known data Knowledge Entrepreneurship (X1) own Influences on Self-Efficacy (Y 2). These results obtained an estimated value of 0.278, mark CR as big as 1, 908 And obtained a mark big significance $>$ 0,000 $<$ smaller than α 0.05. So hypothesis H 1 in the study This accepted $>$ Which means there is Influence is significant between Knowledge Entrepreneurship (X 1) with efficacy self (Y 2).

f. Influence Knowledge Entrepreneurship (X1) To Ability reasoning business (Y3)

Based on the results analysis of known data knowledge entrepreneurship (X 1) own Influence to Ability Business Reasoning (Y 3). These results obtained The estimated value is 0.277 $>$ mark CR as big as 0.467 And obtain mark big significance $>$ 0.14 $>$ more big from α 0.05. So hypothesis H 1 in the study This rejected Which means No there is Influence is significant between Knowledge entrepreneurship (X 1) with Ability Reasoning business (Y 3).

g. Influence between Character entrepreneurship (Y1) To Self- Efficacy (Y2)

Based on the results analysis of known data Character Entrepreneurship (Y 1) own Influence on Self-Efficacy (Y 2). These results obtained a mark coefficient of 0.219, a mark CR as big as 3,569 And a mark big significance $>$ 0,000 $<$ smaller than α 0.05. So hypothesis H 0 in the study rejected and accepted H1 It means there is Influence is significant between Character Entrepreneurship (Y 1) with Self-Efficacy (Y 2).

h. Character Entrepreneurship (Y1) Against Ability Reasoning business (Y3)

Based on the results analysis of known data Character Entrepreneurship (Y1) has an Influence on Business Reasoning (Y3). These results obtained a mark coefficient of 0.078, a CR value as big as 9,959 and a mark big significance $>$ 0,000 $<$ smaller than α 0.05. So hypothesis H 0 in the study This rejected This means there is Influence is significant between Character Entrepreneurship (Y1) with ability reasoning business (Y3).

i. Influence between Knowledge entrepreneurship (X1) To Interest in Entrepreneurship (Y4)

Based on the results analysis of known data Knowledge entrepreneurship (X1) has an Influence on Interest in Entrepreneurship (Y4). These results obtained The estimated value is 0.865 CR value as big as -0.228 And obtain mark big significance $>$ 0,000 $<$ smaller from α 0.05. So hypothesis H 0 in the study This accepted Which means Knowledge Entrepreneurship own Influence towards Entrepreneurial Interests.

j. Influence Self- Efficacy (Y2) on Entrepreneurial Interest (Y4)

Based on the results analysis of known data Efficacy self (Y2) has an Influence on Interest in Entrepreneurship (Y4). These results obtained the estimated value is 0.461 CR value of 0.968 And obtained mark big significance $0.270 > \alpha 0.05$. So hypothesis H 1 in the study This rejected that It means efficacy self No own Influence positive and significant towards Entrepreneurial Interests.

k. Influence Character Entrepreneurship (Y1) Against Interest in Entrepreneurship (Y4)

Based on the results analysis of known data character Entrepreneurship (Y1) has an Influence on Interest in Entrepreneurship (Y4). These results obtained the estimated value is 0.414 CR value amounting to 2,955 and obtained mark big significance $0.003 < \alpha 0.05$. So hypothesis H 1 in the study This accepted that It means character entrepreneurship own Influence towards Entrepreneurial Interests.

l. Influence Ability Reasoning Business (Y3) Against Entrepreneurial Interest (Y4)

Based on the results analysis of known data Ability Reasoning business (Y3) has an Influence on Interest in Entrepreneurship (Y4). These results obtained the estimated value is 0.454 CR value amounting to 2,261 and obtaining mark big significance $0.007 < \alpha 0.05$. So hypothesis H 1 in the study accepted that It means Capability Reasoning business own Influence towards Entrepreneurial Interests.

m. Influence Environment Family (X2) on Interest in Entrepreneurship (Y4)

Based on the results analysis of known data Environment family (X2) has an Influence on Interest in Entrepreneurship (Y4). These results obtained the estimated value is 0.347 CR value of 0.913 and obtained mark big significance $0,000 < \alpha 0.05$. So hypothesis H 1 in the study accepted that It means environment and family own Influence towards Entrepreneurial Interests.

n. Variable dominant influence on Entrepreneurial Interest (Y4)

Based on the results of data analysis then can be known that the variable dominant influence _ of interest entrepreneurship is variable knowledge entrepreneurship. These results are based on the highest estimated value possessed by knowledge entrepreneurship of 0.865, CR value as big as 0.055, And obtain mark big significance $0,000 < \alpha 0.05$. It means every addition of 1 per cent knowledge entrepreneurship so interest in entrepreneurship increases by 0.865.

Sobel Test

To find out the significance of the indirect influence between variable X1 (Knowledge Entrepreneurship), Y2 (Self- Efficacy), X2 (Environment Family) and X3 (Ability Reasoning business) on variable Y4 (Entrepreneurship Interest) through variable Y1 (Character Entrepreneurship) as variable intervening, so done test sobel as following.

a. Sobel Effect Test No Direct I

Input:		Test statistic:	Std. Error:	p-value:
a	0.457	Sobel test: 3.0245008	0.06844799	0.00249044
b	0.453	Aroian test: 3.00188419	0.06896369	0.00268314
s _a	0.138	Goodman test: 3.04763642	0.06792838	0.00230649
s _b	0.061	Reset all	Calculate	

Figure 8.
Source: Results of Amos (2023)

Based on the table, known that mark significant or p-value For influence Interest in Entrepreneurship as variable intervening between Knowledge Entrepreneurship with Character Entrepreneurship of $0.002 < \alpha 0.05$ so that can concluded that influence No direct from Interest in Entrepreneurship as variable intervening capable mediate Knowledge Entrepreneurship to management entrepreneurship with thereby can concluded that H1 rejected.

b. Sobel Effect Test No Direct II

Input:		Test statistic:	Std. Error:	p-value:
a	0.824	Sobel test: 18.27882447	0.04643187	0.0000005210
b	1.030	Aroian test: 18.27211932	0.04644891	0.0000043241
s _a	0.034	Goodman test: 18.285537	0.04641483	0.0000038292
s _b	0.037	Reset all	Calculate	

Figure 9.**Source: Results of Amos (2023)**

Based on the table, known that mark significant or p-value For influence Interest in Entrepreneurship as variable intervening between Efficacy self with Character Entrepreneurship of $0.000 <$ smaller from 0.05 so that can concluded that influence No direct from Interest in Entrepreneurship as variable intervening capable mediate efficacy self to character entrepreneurship with thereby can concluded that H1 accepted.

c. Sobel Effect Test No Direct III

Input:		Test statistic:	Std. Error:	p-value:
a	0.612	Sobel test: 13.6699915	0.04611268	0.000000231
b	1.030	Aroian test: 13.66330327	0.04613526	0.000000287
s _a	0.039	Goodman test: 13.67668957	0.0460901	0.000000230
s _b	0.037	Reset all	Calculate	

Figure 10.**Source: Results of Amos (2023)**

Based on the table, known that mark significant or p-value For influence Interest in Entrepreneurship as variable intervening between Environment Family with Character Entrepreneurship of $0.000 <$ smaller from 0.05 so that can conclude that influence No direct from Interest in Entrepreneurship as variable intervening capable mediate Environment Family to Character entrepreneurship with thereby can conclude that H1 accepted.

d. Sobel Effect Test No Direct IV

Input:		Test statistic:	Std. Error:	p-value:
a	0.886	Sobel test: 22.56294611	0.04044596	0.000000236
b	1.030	Aroian test: 22.55795346	0.04045491	0.000000221
s _a	0.023	Goodman test: 22.56794207	0.04043701	0.000000327
s _b	0.037	Reset all	Calculate	

Figure 11.**Source: Results of Amos (2023)**

Based on the table, known that mark significant or p-value For influence Interest in Entrepreneurship as variable intervening between Ability Business Reasoning with Character Entrepreneurship of $0.000 <$ more small from 0.05 so that can concluded that influence No direct from Interest in Entrepreneurship as variable intervening capable mediate Ability reasoning business to character entrepreneurship with thereby can concluded that H1 accepted.

Discussion

Influence between Environment Family to Character Entrepreneurship on Student-faculty of Economics and Business Private Higher Education in Palopo City, South Sulawesi

The family environment has a crucial role in shaping individual behaviour and development, including in the context of entrepreneurship. Factors such as attitudes, values and skills that are the basis for the development of a person's entrepreneurial spirit are influenced by the family environment. Children's interest in entrepreneurship is influenced by motivation, encouragement and material support from parents, which form the foundation for future success. Positive treatment and service from the family also influence interest in entrepreneurship and shape students' entrepreneurial personality traits. According to Batistich, entrepreneurial personality traits can be influenced by the family environment. If the family is interested or involved in entrepreneurial activities, family members tend to be interested too. Parents, as guides, have a big role in guiding their children's entrepreneurial interests. The educational environment, including family, school, and community, plays a role in forming character and interest in entrepreneurship.

Entrepreneurial personality factors, such as the courage to take risks and the ability to be independent, also influence a person's interest in entrepreneurship. A family environment that provides emotional support can increase self-confidence and resilience in facing entrepreneurial challenges. Students' self-confidence in their ability to control their destiny or internal locus of control, can also influence their entrepreneurial interests and activities. Based on research, it was found that a good family environment in terms of harmony, education and positive habits does not always have a positive impact on the formation of entrepreneurial character. Other factors such as locus of control, personality characteristics, and initiative also play a role in influencing students' entrepreneurial activities. In conclusion, a holistic understanding of social interactions and family dynamics is needed to understand the influence of the family environment on entrepreneurship.

The Influence of Entrepreneurship Knowledge on the Entrepreneurial Character of Students at the Faculty of Economics and Business at Private Universities in Palopo City, South Sulawesi

Entrepreneurship is defined as a process that involves individuals or groups in structured ventures or businesses to pursue market opportunities, creating new value through products or services. Macro and micro approaches are used to understand the factors that influence entrepreneurial success or failure. Science is considered an important element in human life, forming the basis of systematic understanding and knowledge. Entrepreneurial knowledge includes information about entrepreneurial procedures, the courage to take risks, and the skills to innovate. According to various sources, entrepreneurial knowledge involves understanding entrepreneurial procedures, innovation, and the ability to create something new. Students at the Faculty of Economics and Business at Private Universities in Palopo City, South Sulawesi show that entrepreneurial knowledge has a positive and significant effect on entrepreneurial character. Entrepreneurship itself is defined as a person's enthusiasm, behaviour and ability to respond positively to business opportunities, provide better services and generate profits.

The importance of entrepreneurial knowledge for an entrepreneur is highlighted by experts such as Eddy Soeryanto Soegoto and Michael Harris. They emphasize that successful entrepreneurship requires competencies that include knowledge, skills, as well as personal values and attitudes needed to carry out a business or activity. Several indicators or provisions of entrepreneurial knowledge that need to be possessed include knowledge about business, roles and responsibilities, personality and personal abilities, as well as business management and organization. Despite this, studies in the region show that entrepreneurs have not fully optimized their entrepreneurial skills. Littunen states that entrepreneurial knowledge is a learning process that influences the personal characteristics of an

entrepreneur. Therefore, a combination of talent and education or training can form a leader who has strategic and management skills to manage his business.

The Influence of Family Environment on Self-Efficacy in Students of the Faculty of Economics and Business at Private Universities in Palopo City, South Sulawesi

The family environment has a crucial role in shaping individual behaviour and development, including in the context of entrepreneurship. The family environment influences attitudes, values and skills that are the basis for the development of a person's entrepreneurial spirit. Open and positive communication within the family can stimulate speaking and listening skills, which are essential in a business context. The results of the analysis using Amos version 22 show that the family environment has a positive and significant effect on the self-efficacy of students at the Faculty of Economics and Business at private universities in Palopo City, South Sulawesi. Similar research also shows that the family environment has a positive effect on teacher performance and self-efficacy of students majoring in Economic Education. The family environment is considered an external factor that can increase self-efficacy through support, encouragement, and positive influence on a person's behaviour. In line with other research, the family environment is considered the first educational institution that plays an important role in shaping children's mentality and potential, although some parents tend to rely on schools for their children's education.

The Influence of the Family Environment on the Business Reasoning Ability of Students at the Faculty of Economics and Business at Private Universities in Palopo City, South Sulawesi

Reasoning ability is an important aspect of the mathematical thinking process, especially in the context of entrepreneurship, where it can be linked to solving mathematical problems based on certain facts or evidence. Reasoning, which comes from the word "reason," is an activity that allows a person to think logically. The process of scientific reasoning relies on deductive and inductive logic. This research aims to understand how the family environment influences the emergence and development of an entrepreneurial spirit by combining social perspectives and family dynamics. The family environment has a positive and significant influence on the reasoning abilities of students at the Faculty of Economics and Business at private universities in Palopo City, South Sulawesi. Open and positive communication in the family stimulates speaking and listening skills, important aspects of business. This is in line with other research which shows that the family environment influences teacher performance and student self-efficacy.

The importance of reasoning in mathematics is recognized as the main foundation, and good reasoning is the key to success in solving problems. Reasoning abilities include logical and analytical aspects, where individuals can draw appropriate conclusions based on certain facts and rules. Inductive reasoning helps in the formation of concepts, while deductive reasoning is concerned with assumptions and the logical truth of previous premises. Steps to improve student's critical thinking skills involve encouraging them to ask lots of questions, telling stories about the lives of successful people, challenging themselves, choosing the right environment, meeting lots of people, and not accepting information at face value. The importance of critical thinking is emphasized because it can help students make the right decisions and develop independently.

This research highlights that a conducive, harmonious and education-oriented family environment can have a positive influence on students' reasoning and entrepreneurial abilities. By focusing on developing critical thinking skills, both in mathematics and everyday life contexts, students can be better prepared to face challenges and make wise decisions in building careers and developing businesses.

The Influence of Entrepreneurship Knowledge on Self-Efficacy in Students of the Faculty of Economics and Business at Private Universities in Palopo City, South Sulawesi

Knowledge, according to Webster's Meriam Dictionary, includes information, understanding, or skills acquired through experience or education. In the context of entrepreneurship, entrepreneurial knowledge includes everything a person knows about entrepreneurship, including ideas and innovations that can give rise to entrepreneurial ideas. Entrepreneurship, according to Priyono and Soerata, comes from the words "wira" which means main and "swa" which means alone, creating the meaning of standing on one's abilities. Therefore, entrepreneurial knowledge includes an understanding of entrepreneurial procedures and the ability to identify consumer needs. Interest in entrepreneurship, according to Santoso, is a psychological symptom that involves attention and action towards entrepreneurship with feelings of joy, because it brings benefits to oneself and others. This interest involves an individual's desire, interest, and readiness to work hard, face risks, accept challenges, and have creativity and innovation. Internal and external factors, including entrepreneurial knowledge, influence the emergence of interest in entrepreneurship.

Entrepreneurial knowledge involves understanding how to manage employees, create business plans, and analyze markets. The individual's ability to produce something new through creative thinking and innovative action is an important aspect of entrepreneurial knowledge. Research using Amos version 22 software shows that entrepreneurial knowledge has a positive and significant influence on student self-efficacy. Self-efficacy, a person's belief in their ability to achieve success, can be influenced by entrepreneurial knowledge. The better a person's level of knowledge, the higher their self-efficacy. Entrepreneurial knowledge helps shape an individual's self-confidence in their ability to start and develop new business ventures. Entrepreneurial interest is predicted by self-efficacy and entrepreneurial knowledge. Individuals with high self-efficacy tend to be more confident in starting something, while entrepreneurial knowledge shapes individual understanding and awareness of the entrepreneurial process. Entrepreneurship education has an important role in forming entrepreneurial knowledge, which in turn influences entrepreneurial interest. Overall, entrepreneurial knowledge has a positive impact on self-efficacy and interest in entrepreneurship. High self-efficacy and good entrepreneurial knowledge can be key factors in shaping one's entrepreneurial career. This study contributes to the understanding of the relationship between entrepreneurial knowledge, self-efficacy, and entrepreneurial interest, with implications for the development of more effective entrepreneurship education programs.

The Influence of Entrepreneurship Knowledge on the Business Reasoning Ability of Students at the Faculty of Economics and Business at Private Universities in Palopo City, South Sulawesi

The ability to reason in the context of mathematical thinking is related to students' ability to draw conclusions based on certain facts or evidence. Reason, or reasoning, is defined as the activity of thinking logically according to the Big Indonesian Dictionary. In mathematics, scientific reasoning relies on deductive and inductive logic. Reasoning in mathematics is a key aspect, and a lack of reasoning skills can make mathematics difficult for students. Reasoning is not just concluding logically but also involves an analytical process. Susanti emphasized the importance of reasoning as a foundation in mathematics, and if it is not developed, mathematics will become a challenge for students. Reasoning is a thinking process to draw conclusions that produce knowledge. In reasoning, there are logical and analytical characteristics. Logical thinking includes broad patterns of thinking, while analytical traits involve the ability to analyze and use a logical thinking framework. Reasoning also includes two main things: inductive and deductive.

Inductive reasoning involves the perception of regularities and the development of new concepts or facts from different examples. It supports the concept abstraction process. In contrast, deductive

reasoning works based on assumptions or the truth of previous concepts. In the research, entrepreneurial knowledge did not significantly influence the business reasoning abilities of students at a university in South Sulawesi. Entrepreneurial knowledge, although it has a positive influence on entrepreneurial interest and entrepreneurial creativity, has no impact on students' business reasoning abilities. This could be because reasoning is more related to logic and analysis, while entrepreneurial knowledge emphasizes understanding the characteristics and practices of entrepreneurship. Based on theory and previous research findings, it can be concluded that entrepreneurial knowledge is more likely to influence interest and creativity in an entrepreneurial context than reasoning ability. However, it is important to note that this study focused on students in economics and business, and results may vary in other fields of study.

The Influence of Entrepreneurial Character on Self-Efficacy in Students of the Faculty of Economics and Business at Private Universities in Palopo City, South Sulawesi

Self-efficacy, according to Bandura (1997), includes a person's belief in their ability to achieve desired results. This includes self-confidence in facing situations and obtaining results as expected. Self-efficacy can influence the activities chosen, the level of effort exerted, and patience in overcoming difficulties. According to Baron and Byrne (2003), self-efficacy is an individual's assessment of his ability to complete a task or achieve a goal. Alwiol (2016) also states that self-efficacy is a self-assessment related to the ability to perform tasks well or badly, correctly or incorrectly, and in line with or not in line with requirements. Bandura (1997) proposed three aspects of self-efficacy: level, strength, and generalization. It reflects the extent to which individuals believe they can complete tasks ranging from light to heavy, the level of strength of their beliefs, and the beliefs that apply to various situations.

Structural equation modelling (SEM) analysis using Amos 22 Software on students at the Faculty of Economics and Business at Private Universities in Palopo City, South Sulawesi shows that entrepreneurial character has a positive and significant influence on self-efficacy. The better the entrepreneurial characteristics, the higher the student's self-efficacy. Putri's research results (2019) also show that entrepreneurial characteristics influence business development. The success of business development is influenced by 29.5% of entrepreneurial characteristics. This confirms that entrepreneurial characteristics influence self-efficacy and business development. Self-efficacy, according to Bandura, influences choice of action, level of effort, resistance to obstacles, and resilience in the face of failure. Thus, a high level of self-efficacy in students can have a positive impact on action choices and entrepreneurial management.

The Influence of Entrepreneurial Character on the Business Reasoning Ability of Students at the Faculty of Economics and Business at Private Universities in Palopo City, South Sulawesi

Entrepreneurship, according to Zimmerer et al. (2008), are individuals who create new businesses by taking risks and facing uncertainty to achieve profits and growth. Entrepreneurial characteristics involve special characteristics, behaviours and characteristics inherent in the individual in managing the business to achieve the expected goals. Several entrepreneurial characteristics, such as self-confidence, orientation to tasks and results, courage to take risks, leadership, and adaptability, are key elements in business success. According to research by Raeny Dwi Santy and Purnama, entrepreneurial success depends on intelligence, imagination and individual desire. Success can be seen from the efficiency of the production process, job creation, business development, production time efficiency, and increased income. Entrepreneurial motivation and entrepreneurial intention are also key factors in entrepreneurial success. Motivation plays an important role in moving individuals to act,

while the entrepreneurial intention is the desire to start a new business. Product uniqueness and entrepreneurial orientation, especially enthusiasm for capturing business opportunities, also contribute to business success.

Entrepreneurial characteristics can be grouped into demographic characteristics, individual characteristics, personal characteristics, and entrepreneurial orientation. Factors such as age, previous experience, education, managerial knowledge, social abilities, and entrepreneurial orientation influence a person's entrepreneurship. Research using Amos 22 software shows that entrepreneurial character has a positive and significant influence on the business reasoning abilities of students at the Faculty of Economics and Business at Private Universities in Palopo City, South Sulawesi. This confirms that the better a person's entrepreneurial characteristics, the better his ability to think and reason. Similar research by Dewi (2022) shows that entrepreneurial characteristics, HR competency and motivation influence the success of culinary micro, small and medium enterprises (MSMEs) during the COVID-19 pandemic in Jambi City. The results of other research by Narwastu & Lisa (2011) stated the level of entrepreneurial intention of UK graduates. Petra is influenced by personal characteristics, especially entrepreneurial education. Thus, entrepreneurial characteristics play a central role in shaping and supporting business success, both in the educational context and at the broader societal level.

The Influence of Entrepreneurship Knowledge on Entrepreneurial Interest through the Entrepreneurial Character of Students at the Faculty of Economics and Business at Private Universities in Palopo City, South Sulawesi

Entrepreneurial knowledge includes understanding and memory of entrepreneurial procedures as well as the individual's ability to think creatively and act innovatively to produce something new. In this context, this knowledge involves the courage to take risks to start and develop a business without fear of failure. Djaali emphasized that knowledge is a cognitive factor which includes the ability to memorize, remember and process information. Suryana emphasized that entrepreneurs need to have the knowledge, ability and will to succeed. Several aspects of knowledge that are important for an entrepreneur include understanding the type of business, roles and responsibilities, as well as business management and organization. The study by Jones et al. (2008) shows that values also play a significant role in entrepreneurial careers, and this is to Hasan's view that education in a scientific discipline also includes goals related to values. Plato defined knowledge as justified belief, but there is agreement that knowledge involves complex cognitive processes such as perception, learning, communication, association, and reasoning. Knowledge is gained through experience, and input of information through the five senses, and becomes a continuous process throughout life.

The results of Sobel's analysis in this research show that interest in entrepreneurship as an intervening variable does not significantly mediate the influence of entrepreneurial knowledge on entrepreneurial character. However, knowledge of entrepreneurship indirectly has a positive and significant effect on interest in entrepreneurship among students at the Faculty of Economics and Business at Private Universities in Palopo City, South Sulawesi. Similar research by Sari et al. (2021) found that entrepreneurial knowledge influences the entrepreneurial interest of Riau University Economics Education students. This is indicated by the results of the chi-square test with a significance value of less than 0.05. Other research by Anggraen (2015) also shows the positive influence of entrepreneurial knowledge on students' interest in entrepreneurship at SMK Islam Nusantara Comal, Pemalang Regency. Apart from knowledge, another factor that influences interest in entrepreneurship is entrepreneurial personality. Suryana stated that a person's interest in entrepreneurship is influenced by personality which includes the ability to take risks and be independent. An entrepreneurial personality, which includes physical and psychological maturity, is indispensable for entrepreneurship. In the context of entrepreneurship-oriented education in Islamic universities, as explained by Nur Hidayah, political

support is needed from both campuses and authority institutions, such as the Indonesian Ministry of Religion, to facilitate Islamic entrepreneurship study programs. This reflects positive efforts in developing entrepreneurship education in Islamic educational institutions.

The Influence of Self-Efficacy on Interest in Entrepreneurship through the Entrepreneurial Character of Students at the Faculty of Economics and Business at Private Universities in Palopo City, South Sulawesi

Self-confidence is the key to motivating individuals to start entrepreneurship. The higher a person's self-efficacy, the greater their interest in being involved in the world of entrepreneurship; Conversely, low self-efficacy causes low interest in entrepreneurship. Self-efficacy, according to Astarini and Mahmud (2015), is belief in an individual's ability to act under certain conditions. A high level of self-efficacy encourages a person to try hard to achieve their goals, creates optimism, and motivates them to achieve their desires. The research results show that self-efficacy positively influences entrepreneurial motivation. Self-efficacy creates an attitude of confidence in one's abilities, reduces anxiety, and allows individuals to interact with others well. In addition, self-efficacy impacts success or failure in demonstrating certain behaviours and influences overall self-efficacy. Individual success increases self-efficacy, and high self-efficacy can motivate a person to act more diligently, especially when goals are clear.

Interests, which according to the KBBI are tendencies and desires within an individual, have a positive impact if there is no coercion from other parties. In other words, interest arises from an individual's impulse and creates a feeling of pleasure and confidence to continue acting. In this context, interest in entrepreneurship is influenced by self-efficacy, motivation and entrepreneurial knowledge. Entrepreneurial motivation and knowledge in this study were assessed as very high, while interest in entrepreneurship was also categorized as high. The results of hypothesis testing show that motivation and knowledge have a significant effect on interest in entrepreneurship, confirming that the higher a person's motivation and knowledge, the greater their interest in entrepreneurship. Self-efficacy, in the perspective of this research, has a significant impact on interest in entrepreneurship through motivation variables. High self-confidence motivates individuals to overcome challenges and run a business diligently. Although the results of Sobel's analysis show that interest in entrepreneurship as an intervening variable does not significantly mediate the influence of self-efficacy on entrepreneurial character, self-efficacy directly has a positive effect on interest in entrepreneurship among students at the Faculty of Economics and Business in Palopo City, South Sulawesi. This research is consistent with previous findings which state that self-efficacy has a positive effect on attitudes and interest in entrepreneurship.

In the context of entrepreneurial education in Islamic universities, political support and authority institutions are very important. Diktis, as expressed by Nur Hidayah, shows positive efforts in developing entrepreneurship education in Islamic educational institutions. This involves political will from various parties, including campuses and the Indonesian Ministry of Religion, to facilitate the Islamic entrepreneurship study program. This effort reflects a positive impetus for developing entrepreneurship in Islamic educational institutions. Overall, this research contributes to the understanding of factors influencing entrepreneurial interest, by highlighting the role of self-efficacy, motivation, and entrepreneurial knowledge. High self-confidence, strong motivation, and good knowledge about entrepreneurship can be the main drivers in increasing interest in entrepreneurship, especially among students at the Faculty of Economics and Business in Palopo City, South Sulawesi.

The Influence of the Family Environment on Interest in Entrepreneurship through the Entrepreneurial Character of Students at the Faculty of Economics and Business at Private Universities in Palopo City, South Sulawesi

The family environment has a major role in child development, being the first environment to provide education. Most of a child's life occurs within the family, where the child first receives education and guidance. A harmonious family environment tends to produce children with good personalities. The family environment is also the main source of children's knowledge about values and norms, forming children's personality patterns from an early age. In etymology, the word "family" comes from a series of words "kawulu" and "warga," which indicates that as a family member, a person is obliged to submit his interests to the family. The family environment is not only a place where children acquire basic intellectual and social abilities from family members but also a place where values and norms are instilled.

The family environment influences religious attitudes because each individual in the family sets an example for others. Religious families tend to instil a religious attitude of regular worship. Apart from that, the family environment also has a significant influence on interest in entrepreneurship. An environment that supports and educates children to face challenges after graduating by becoming an entrepreneur will foster an interest in entrepreneurship in children. On the other hand, a family environment that is less able to encourage children to become entrepreneurs can result in low interest in entrepreneurship. The research results show that the family environment can mediate the influence on entrepreneurial character, which in turn influences the interest in entrepreneurship among students at the Faculty of Economics and Business in Palopo City, South Sulawesi. This research is consistent with previous research findings which state that the family environment has a positive and significant effect on students' interest in entrepreneurship. Therefore, it can be concluded that the family environment plays a crucial role in forming children's interest in entrepreneurship.

The Influence of Business Reasoning Ability on Interest in Entrepreneurship through the Entrepreneurial Character of Students at the Faculty of Economics and Business at Private Universities in Palopo City, South Sulawesi

Entrepreneurship plays a crucial role in finding innovation and managing natural resources, encouraging the development of creativity, and involving innovative processes in solving problems and creating business opportunities. Students who want to start a business are often faced with obstacles such as fear of trying, limited capital, innovation and intention. To overcome this, positive and creative thinking is needed. However, among students, interest in entrepreneurship is still minimal. Several factors such as lack of capital, lack of entrepreneurial knowledge, and the perception that a bachelor's degree guarantees employment are obstacles. Students' mindsets need to be improved to understand the important role of entrepreneurship in everyday life. Education, especially at universities, is the key to fostering students' interest in entrepreneurship so that limited job opportunities are no longer a big problem. Reasoning abilities also have an important role in influencing interest in entrepreneurship. Students with good reasoning skills tend to have a high interest in entrepreneurship. It is hoped that universities can help shape students' interest in entrepreneurship by providing entrepreneurial skills learning in the field. Knowledge, understanding and mathematical reasoning abilities also have a positive influence on interest in entrepreneurship. Through this approach, it is hoped that students can more easily start and develop their businesses.

The Influence of the Family Environment on Interest in Entrepreneurship through the Entrepreneurial Character of Students at the Faculty of Economics and Business at Private Universities in Palopo City, South Sulawesi

The family environment has a central role in shaping children's behaviour and development, both physically and socially. Factors such as house conditions, learning facilities, and the atmosphere around the house can influence student learning. The family environment is a major factor in children's development, shaping their attitudes and personalities. In the context of entrepreneurship, the family environment also plays an important role. Attitudes, values and basic skills to develop into an entrepreneur are influenced by the family environment. The interest in entrepreneurship can grow stronger if it is supported by the family. Harmonious conditions and the education provided by parents have a significant impact on the formation of children's character. Interest, according to Gordon, is a person's tendency or desire to act. Interest is not something that is acquired from birth, but can be cultivated from childhood. The family environment plays a big role in developing children's interests, especially if the family supports and provides positive encouragement for these interests.

In developing an interest in entrepreneurship, the role of the family is very significant. Children born to entrepreneurial families have positive examples of entrepreneurial life. Encouragement and support from the family can shape a child's positive view of the world of entrepreneurship. The research results show that a good family environment has a positive effect on interest in entrepreneurship. Thus, the family environment is not only the first environment that influences a child's development but also plays a role in shaping a person's entrepreneurial interests and characteristics. Support from the family can have a big positive impact in shaping interests and directing individuals to achieve success in the world of entrepreneurship.

The dominant variable influences students' interest in entrepreneurship with entrepreneurial character as an intervening variable.

From the research results, it can be concluded that entrepreneurial knowledge is the most dominant variable influencing students' interest in entrepreneurship. Other factors such as family environment, self-efficacy and business reasoning abilities also support the interest in entrepreneurship among students from the Faculty of Economics and Business at private universities in Palopo City, South Sulawesi. The entrepreneurial learning approach is carried out to provide knowledge, understanding and training about entrepreneurship, to develop an entrepreneurial spirit in students. Learning is not only theoretical but also practical, including preparing a business plan as a student's final assignment in the entrepreneurship course. Entrepreneurial motivation is defined as an urge within a person to use one's potential creatively and innovatively to produce value-added products. Entrepreneurship knowledge is obtained from courses that include theory and direct practice, provide an overview of business opportunities, and encourage students to take advantage of these opportunities.

Entrepreneurship education is recognized as a weapon for reducing unemployment and poverty. Through this education, universities can provide entrepreneurial abilities to their graduates, motivate them to choose entrepreneurship as a career and play a role in the growth of entrepreneurship in a country. Interest in entrepreneurship is influenced by students' knowledge, character, creativity and innovation. Entrepreneurship education focuses on developing key entrepreneurial competencies and is an indicator for acquiring students' knowledge, skills and attitudes. The main conclusion is that entrepreneurial knowledge plays an important role in forming entrepreneurial interest, and entrepreneurship education has a positive impact on a person's ability to become an entrepreneur.

Novelty in Research

Entrepreneurial knowledge does not influence the business reasoning abilities of students at the Faculty of Economics and Business at a Private University in Palopo City, South Sulawesi. Reasoning, as the result of a way of thinking, is closely related to logic. However, entrepreneurial knowledge is understood as an understanding of an entrepreneur with a positive, creative and innovative character

in developing business opportunities. A person's reasoning ability can be measured through two types of reasoning, namely deductive and inductive. Knowledge, and information resources combined with understanding, can come from traditional beliefs, the authority of other people's testimony, sensory experience, reason, and intuition. This provides the action potential and differentiates it from mere information or data.

Entrepreneurial knowledge can shape students' thought patterns, attitudes and behaviour, directing them to become true entrepreneurs. Meanwhile, reasoning ability is a thinking process to draw conclusions based on observing data and testing its truth. This process must follow logic to ensure the conclusions produced are valid. In summary, entrepreneurial knowledge and reasoning ability are different aspects, where knowledge involves understanding the positive characteristics of entrepreneurs, while reasoning is a thought process that produces valid and logical conclusions.

Conclusions

Based on this research, several main conclusions can be drawn. First, the family environment does not affect the entrepreneurial character of students at the Faculty of Economics and Business at a Private University in Palopo City, South Sulawesi. This is caused by a societal culture that supports careers as civil servants rather than as entrepreneurs. Second, entrepreneurial knowledge has a positive influence on students' entrepreneurial character. The application of entrepreneurial knowledge in higher education can improve students' entrepreneurial character, creating encouragement to develop business ideas and practices. Third, the family environment influences student self-efficacy. Factors such as emotional support, behavioural models, and family education can shape a person's level of self-efficacy. Fourth, the family environment also influences students' business reasoning abilities. Education, family experience, emotional support, and mindset contribute to the ability to think critically and logically in a business context. Furthermore, entrepreneurial knowledge does not affect students' business reasoning abilities. Although business reasoning is related to logic, entrepreneurial knowledge is more related to understanding the positive characteristics of entrepreneurs.

Entrepreneurial character has a positive effect on students' self-efficacy and business reasoning abilities. Traits such as self-confidence, independence, and adaptability shape self-efficacy, while good character improves thinking patterns and reasoning power. Then, entrepreneurial knowledge through entrepreneurial character influences students' entrepreneurial interests. This knowledge can form entrepreneurial characteristics, which in turn increase students' interest in being involved in the business world. Finally, self-efficacy through entrepreneurial character also has a positive influence on students' entrepreneurial interests. A good entrepreneurial spirit and character can increase a person's interest in being involved in entrepreneurial activities. Based on these findings, several suggestions can be put forward. First, it is necessary to improve the quality of entrepreneurship education in universities to motivate students. Second, motivation from the family environment needs to be strengthened to support students' intentions to become entrepreneurs. Third, it is hoped that students see entrepreneurship as an opportunity to increase knowledge and experience, not just to seek financial gain. Fourth, further research can develop additional variables to obtain more comprehensive results.

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