

Research Article

The Influence of Family Environmental and Entrepreneurship Education on Interest in Entrepreneurship with Self Efficacy as a Mediation Variable in Sharia Business Perspective (Study on Students of the Faculty of Economics and Islamic Business UIN Raden Intan Lampung)

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Abstract.

The research investigates the influence of family environment and entrepreneurship education on interest in entrepreneurship with self-efficacy as a mediating variable from a Sharia business perspective. This research uses a quantitative approach with a sample size of 129 respondents. The research results show that all independent variables have a significant effect on interest in entrepreneurship. The self-efficacy variable can mediate the influence of business capital on interest in entrepreneurship among FEBI UIN Raden Intan Lampung students and entrepreneurship education on interest in entrepreneurship among FEBI UIN Raden Intan Lampung students. It can be concluded that the application of business capital, entrepreneurship education, Self-efficacy, and interest in entrepreneurship from a Sharia business perspective is very good.

Keywords: Business Capital, Entrepreneurship Education, Self-Efficacy, Interest in Entrepreneurship.

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1. Introduction

Unemployment in Indonesia is currently a big problem that is difficult to overcome. Because many people are looking for work compared to the jobs available, this situation becomes worse if the individual is only oriented toward the work of the seeker, not the work of creation [1]. The Central Statistics Agency (BPS) recorded that the workforce in February 2022 was 144.01 million people, an increase of 4.20 million people compared to February 2021. The total working population was 135.61 million people or 4.55 million

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people. in February 2021 as many as 81.33 million people (59.97 percent) worked in the informal sector, up 0.35 percent compared to February 2021. The open unemployment rate (TPT) in February 2022 was 5.83 percent, down 0.43 percent compared to February 2021.

The large number of unemployed is caused by increasing levels of poverty, which is closely related to economic problems. University graduates also contribute to increasing productivity and unemployment in Indonesia. Therefore, graduates who do not have this level of expertise must be able to create jobs by developing expertise in their field of expertise. In Lampung Province in February 2021, the working population was still dominated by those with high school, education and below, namely 39.93 percent. Meanwhile, highly educated workers, namely Diplomas and Universities, are still very low, namely 9.04 percent. The contribution to the working population made by education still shows the same pattern both in February 2020 and August 2020.

Based on data from the Employment Level of Lampung Province in February 2021, the Open Unemployment Rate (TPT) for Diploma II/III/IV/University graduates is at the highest level compared to graduates of other educational levels, namely 8.07 percent. Meanwhile, the lowest TPT for secondary schools (SD) and below is 2.70 percent. Compared to February 2020, TPT experience experienced an increase, namely primary school graduates and below by 0.44 percent, while University Diploma II/III/IV graduate school graduates were 2.59 percent. It can also be sold when compared with the August 2020 level of increase in TPT experienced at the low elementary and education levels (0.06 percent) and Diploma II/III/IV/University (2.61 percent), while for other levels of education, it experienced a decrease.

Indonesia is selling is one of the developing countries year the population is increasing and the number of job seekers is increasing. These are required who have skills, intelligence, responsibility, professionalism, and an excellent job in facilitating mandatory work. The phenomenon that occurs is that the number of workers is not proportional to the number of job opportunities available. Therefore, certain cases such as the risk of business uncertainty, result from companies employing workers on an outsourcing system with contractual agreements, so that there is no long-term job uncertainty for workers.

The greater number of job seekers compared to the available jobs has resulted in a large number of job applicants of all levels of education obtaining jobs that do not correspond to the education they have completed or will elven become unemployed while will certainly encourage and increase in the number of unemployed in Indonesia.

The total workforce in August 2020 was 138.22 million people, an increase of 2.36 million people compared to August 2019. The components of the workforce formation consist of the employed and unemployed. The number of working people is 128.45 million people, down 0.31 million people from August 2019. This number is 29.12 million people (14.28 people) of the total working population affected by Covid-19, which is the result of a duel between unemployed workers and Co. children-19 (2, 56 are not in the Labor Force (BAK) who are due to Covid-19 (0.76 million people), while they are not working due to Covid-19 (1.77 million people), and workers who have experienced reduce working hours due to Covid-19 (24.03 million people).

Indonesia, seen from the February 2020 education level, the Open Unemployment rate (TPT) for the University and Diploma levels is still relatively high, namely 999,543 people and 254,457 people respectively. Based on this data, it shows that there are still many Diploma/University graduates who have not yet found work. Diploma/University graduates must be more mature and willing to face the world of work. Data from the Central Bureau of Statistics regarding the open unemployment rate according to the highest level of formal education can be seen in Table 1 below.

TABLE 1: Open Unemployment Rate (TPT) According to Education in Indonesia Completed in 2020-2021.

Highest education completed+Total	Open unemployment according to the highest education completed (people)					
	2020			2021		
	February	August	Annual	February	August	Annual
No/have never been to school	35761	31379	-	20461	-	-
No/unexpired of Elementary school	346 778	428 813	-	342 734	-	-
Elementary school	1 006 744	1 410 537	-	1 219 494	-	-
Junior high school	1 251 352	1 621 518	-	1 515 089	-	-
Senior High School	1 748 834	2 662 444	-	2 305 093	-	-
High School/Vocational/Vocational School	1 443 522	2 326 599	-	2 089 137	-	-
Academy/ Diploma	267 583	305 261	-	254 457	-	-
University	824 912	981 201	-	999 543	-	-
Total	6 925 486	9 767 754	-	8 746 008	-	-

Source: Central Bureau of Statistics, 2021 (www.bps.go.ild)

The large number of unemployed is caused by increasing levels of poverty, which is closely related to economic problems. Diploma and University graduates must be relaxed and mature in facilitating the world of work, a willing in world of work where

many are still not working, so that efforts are made to change the mindset of students who are still trapped in wanting to find work to create small jobs themselves. Entrepreneurial careers can be the right alternative to reduce unemployment from the Diploma/University Education level, especially for students of the Faculty of Economics and Business, UIN Raden Intan Lampung.

The Faculty of Natural Sciences and Business at UIN Raden Intan Lampung is a formal education science that applies a formal education curriculum in the learning process. It is hoped that this will be able to foster knowledge in students' scientific fields and be able to produce graduates who are successful in scientific fields. However, there are still many alumni who prefer to be freelance workers rather than doing entrepreneurship. After graduation, although they are not yet sure whether they will work or will pay a respectable salary, they are more focused on finding a job than on business. This is based on research that the author has conducted on 99 students from the Faculty of Economics and Business at UIN Raden Intan Lampung, showing that 71.7% of students who have graduated from college will look for work rather than starting vocational education. Students at the Faculty of Economics and Business at UIN Raden Intan Lampung have a relatively low level of intelligence. This can be taken from pre-research data which shows that 34.3% of students are interested in entrepreneurship, while the other 65.7% chose 1) Factors that are not included in need for income, motives, self-esteem, feelings of pleasure and attention; 2) Extrinsic factors that exclude Environment Family, Environment Community, Opportunities and Education to work.

Apart from the factors above, certain aspects are used to run a business which include: determination, experience, courage, knowledge, relationships, and financial capital. capital is the main part that must exist before starting a business or business [2] [3]. In this research, the author took the Education and Capital factors as variables.

Capital is important for business. Business capital is something that is used to sell or run a business. Capital can be interpreted as a sum of money to run a business, not only in the form of business capital, money can also be interpreted as a form of goods or other facilities. Capital levels can influence increased business performance. Sources of capital can be obtained from own capital, government institutions, financial institutions, both banks and non-banks. Based on the results of research carried out by Nanda Tril Wardani and Retno Mustika Dewi, business capital has the potential for significant entrepreneurial interest [5].

According to Kasmir, "Entrepreneur is someone who has a brave soul who dares to take risks to open a business in the various opportunities available, without being afraid of many things that are done by fear or anxiety even in uncertain circumstances."

Entrepreneurship is an activity or business that is run independently while the resources and activities are borne by the business or business actor, usually in the form of producing new products, knowing how to use new production methods, and how to organize business operations and product marketing, and managing business capital. Entrepreneurship has the ultimate goal of creating added value from a product compared to processed before.

At first time, they are very eager to do entrepreneurship, deal with a high level of coercion to get the job. The government is also paving the way to create convenience for the community because education is one way to improve the country's economy. I hope that it will help the unemployment rate decrease and the country's economy improve in the future.

According to Mulyati, "Education is an entrepreneurial education that applies principles and methodology to the formation of learning skills in students through the integrated curriculum developed in schools/universities. education should not only be bell-given theory online or formally but also informally and non-formally [6].

A person's intelligence can be a reason to carry out an activity so that optimal results can be obtained. Likewise wants to have an interest in entrepreneurship, a person won't have an interest in entrepreneurship if he doesn't have an interest in the world of entrepreneurship.

Many factors influence the intelligence of a person in entrepreneurship, according to Paulus Patria Adhtama, the factors that influence interest in entrepreneurship are external factors such as the environment family, entrepreneurship education, income expectations, and perceptions of freedom in work while coming to an entrepreneurial and internal factor such as motivation to become an entrepreneur [7]. According to Indarti in Sifa Farida and Ahmad Nurkhin, the factors that influence interest in entrepreneurship are personality factors, environmental factors, and demographic factors [8]. The researcher intends to review research on interest in entrepreneurship with variables of entrepreneurship education and self-efficacy.

This is with the Theory of Planned Behavior (theory of planned behavior) developed by Ajzen, that things that do not affect interest do not include perception behavioral control which is determined by individual beliefs regarding the availability of resources in the form of equipment, compatible, incentives and opportunities that support behavior to support goals related to that behavior.

Based on the description of the problems that previously emerged, the low understanding of students towards students is considered to be the cause of the failure of

graduates who choose to become entrepreneurs. Efforts to foster intelligence in students' education cannot be done instantly, but rather through a systematic educational process driven by other factors such as educational factors from among individuals and the environment.

2. Literature Review

2.1. Theory of Planned Behavior (TPB)

The Theory of Planned Behavior is a theory introduced by Ajzen quoted by Ni Nyoman Anggar Seni and Ni Made Dwi Ratnadi in 1991. This theory is a theory of the development of the Theory of Reasoned Action (TRA). The TPB theory explains why someone takes certain actions. There are three concepts contained in TPB, namely attitudes toward behavior, subjective norms, and perceived behavioral control [9].

Ajzen developed TRA in 1991 by adding a variable perception of behavior control, this theory is known as the Theory of Planned Behavior (TPB). This TPB theory is one of the models that can be used to assess a person's interest, this theory has been recognized as the best model for understanding behavior change and is appropriate for assessing entrepreneurial interest [10].

According to Ajzen, the Behavior Theory of Planned is a theory that explains what problem made a Person take certain actions, so this theory can explain Behavior Person's theory of entrepreneurship which is supported by Ajzen's explanation, namely "Behavior's Planned Theory is suitable for any explain behavior which requires planning like entrepreneurship" while means as behavior planned theory namely Ajzen in Gesit, P. Sari P., et al., "Building Interest in Entrepreneurship Through Mutilation, Entrepreneurship Education and Personality", suitable table for explaining behavior which plans requires like entrepreneurship.

2.2. Entrepreneurial Interest

Entrepreneurial interest is the desire, interest, and strong will to try to make a country merge without feeling afraid of the risks that befall it [11]. By Gravel, as expressed by Bukhari Alma, interest in entrepreneurship is not born but grows and develops according to influencing factors. The factors that influence the growth of the decision to become an entrepreneur are the result of the intelligence of self-factors, namely the traits of a person's personality and their environment. Meanwhile, an entrepreneur who has the

urge to create something new and different or the ability to develop and be innovative, the ability and willingness to start a business, the willingness and ability to do something new. new knowledge, the willingness and ability to choose opportunities, the ability and courage to take risks, and the ability to develop knowledge and gather resources.

2.3. Self Efficacy

Selling Efficacy is the level of a person's ability or ability to do or carry out a job. According to Bandura (1997), selfishness is a person's ability to complete a job. Kayu and Bandura's children as stated by Putu and Gusti stated that selling oneself was a Person's spirit to form a major role in the superpower process through motivation and work performance. Selling efficacy also reduces a person's effort to carry out a task and how long they will persist in carrying out the work or small task.

The Self-Efficiency theory is known as social cognitive theory or social learning theory. This theory refers to an individual's belief that the individual is capable of carrying out the task. The higher a salesman's ability to sell himself, the higher his ability to succeed.

2.4. Family Environment

The family environment, namely: The family environment is the first educational environment because is in this family that children first receive education and guidance [12].

2.5. Entrepreneurship Education

Entrepreneurship education can be defined as an effort undertaken to cultivate knowledge of entrepreneurship, values, spirit, and attitude towards students and students to equip themselves to become independent, creative, and innovatively human beings. This also aims to produce workers who are reliable and have character so that they can improve the welfare of people [11]. entrepreneurship education in general is an educational process that applies methodological principles towards the formation of small skills in students through the integrated curriculum developed both in schools and in institutions [13].

According to Basrowi, entrepreneurship education is education that applies principles and methodologies to the format of small skills in students through the developed

tertiary institution's curriculum [13]. entrepreneurship education thoughtful and systematic effort to achieve a small level of standard or progress. As an effort to internalize entrepreneurial spirit and mentality both through educational institutions and other institutions such as training institutions, training, and so on.

3. Methods

The author used a quantitative research survey method with a research field approach in this research. Quantitative survey research is a quantitative study that uses the same structure or system for many people, then all the answers obtained by the researcher are relevant data, processed, and analyzed. These question structures are known as questionnaires. Places or location searches for in distributing questionnaires or questionnaires Places and data collection are students from the Faculty of Economics and Business Sciences, Islamic Raden Intan Lampung State University. The search for this rail starts from the removal of the nails in January 2023 until the melting is complete.

The people who studied well were students of economics and the business faculty of UIN Raden Intan Lampung who had taken the scientific course received entrepreneurship. Students who have taken the entrepreneurship Course are the 6th-semester students, the number is more than 1,000 participants.

Sampling in this research was non-probabilistic sampling with objective sampling using a technique method.

4. Results and Discussion

4.1. Convergent Validity

First Validity Test

The first test of validity was carried out by screening questionnaires for 30 respondents to find out which questionnaires were incorrect so that 129 respondents would not be wrong in the questionnaires. Therefore, each item in a questionnaire with a factor loading value <0.6 is either declared invalid or invalid and was not included in the questionnaire for 129 respondents.

The indicator for the variable environment (X) is 7 but there is also an invalid item because it does not melt the loading standard or <0.6 , the item is SE14. The indicator for entrepreneurship education (X) is 6 items, but several items are declared invalid because does not meet the load standard or <0.6 , these items are PK3, PK5, and PK6.

There are 9 indicators for self-efficacy (M), some items are declared invalid, and that item is SEI4. There are 8 indicators for the failed interest in entrepreneurship, there are items, namely MB1, MB2, and MB5.

4.2. Second Validity Test

The rule of thumb used for convergent validity is an outer loading value >0.6 and Average Variance Extracted (EVA) <0.7 . The second validity test is in 129 respondents, where for indicators Environmental 7 items were remaining 6 items. entrepreneurship education indicators 6 items remaining 3 items, self-efficacy indicators totaling 9 items remaining 8 items, and indicators of entrepreneurial interest totaling 8 items, remaining 5 items. As a result of its validity, you can select it in Table 2 below:

4.3. Reliability Test

To find out whether the construct is reliable or not, a separability test is carried out. This reliability test is carried out to determine the accuracy and precision of the instrument in measuring a construct. PLS-SEIM uses Smart PLS, to measure construct reliability which is done in its way, namely by looking at the values of Cronbach's Alpha, and Campsite Reliability. Reliability results can be seen in Table 4.6 below:

From Table 3 it can be seen that all variables have a Cronbach's Alpha value

That is > 0.7 and the Composite Reliability value is > 0.7 , so it can be concluded that the tested variables are valid and also reliable and can be proposed to test the structural model.

4.4. Multiple Linear Regression Test

The multiple data analysis tool used in this study is regression multiple analysis. Multiple regression analysis aims to examine the effect of more than one independent variable on the dependent variable.

Based on the results of the presented test in Table 4.7 above, it can be seen that the environment has a positive influence significant in interest in entrepreneurship. This value is expressed by the statistics value $>$ table value while the is value is equal to $17.869 > 1.657$ and the value is smaller than $\alpha = 0.05$ while the is value is equal to 0.000 . So, the first hypothesis in this study is fully supported. This proves that environmental variability has a positive and positive effect on students in scientific fields.

TABLE 2: Validity Test Results.

Indicator	Family Environment	Entrepreneurship Education	Self-Efficacy	Entrepreneurship Interest
LII1	0.746			
LII2	0.785			
LII3	0.707			
LII5	0.890			
LII6	0.827			
LII7	0.828			
PK1		0.842		
PK2		0.741		
PK4		0.842		
SEI1			0.726	
SEI2			0.827	
SEI3			0.787	
SEI5			0.877	
SEI6			0.877	
SEI7			0.759	
SEI8			0.792	
SEI9			0.788	
MB1				0.742
MB4				0.793
MB6				0.853
MB7				0.871
MB8				0.878

Source: Data processed using Smart PLS 4

TABLE 3: Reliability Test Results.

Variable	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)	Average Variance Extracted (AVEI)
Family environment	0.886	0.896	0.914	0.639
entrepreneurship education	0.739	0.756	0.851	0.656
Self-efficacy	0.922	0.928	0.936	0.649
entrepreneurship interest	0.885	0.885	0.916	0.688

b. Hypothesis 2: The influence of entrepreneurship education on entrepreneurial interest

TABLE 4: Path Coefficient Results.

	Influence	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (10/STDEV)	P Values
H1	family environment = > entrepreneurship interest	0.831	0.827	0.047	17.869	0.000
H2	entrepreneurship education = > entrepreneurship interest	0.887	0.890	0.015	58.026	0.000
H3	Family environment = > Self efficacy	0.811	0.808	0.050	16.274	0.000
H4	entrepreneurship education = > Self efficacy	0.770	0.764	0.065	11.820	0.000
H5	self-efficacy = > Entrepreneurship Education	0.850	0.842	0.049	17.305	0.000

a. Hypothesis 1: environmental influence on the interest in entrepreneurship

Based on the first results shown in Table 4.7 above, this shows that entrepreneurship education does not have a significant effect on interest in entrepreneurship. This value is determined by the statistical value $>$ table, while the value $58.026 < 1.657$ and the statistical value is 0.000, while the value is greater than $\alpha = 0.05$. So, the second hypothesis studied can be supported. This proves that the variable entrepreneurship education has a positive and significant effect on students' interest in entrepreneurship.

c. Hypothesis 3: Environmental Influence on Self-Efficacy

Based on the first results reported in Table 4.7 above, it show that the company has strong investment potential in Sales Investment. This is reinforced by showing that the statistical value $>$ t table value is $16.274 > 1.657$ and the P value is smaller than $\alpha = 0.05$ while the value is 0.000. It can be said that environmental variables have a positive and significant effect on student intelligence in student knowledge.

d. Hypothesis 4: The Effect of Entrepreneurship Education on Selling Efficacy

Based on the first results seen in Table 4.7 above, it can be seen that entrepreneurship education has a significant positive effect on Self-efficacy. This is strengthened by showing that the statistical value $>$ t table value $11.820 > 1.657$ and the P value is smaller than $\alpha = 0.05$, even though it is 0.000. So, the fourth hypothesis studied is fully supported. This proves that the entrepreneurial education variable has a significant positive effect on Selling Efficacy.

e. Hypothesis 5: Influence of Selling Efficacy on Entrepreneurial Interest

Based on the first results reported in Table 4.7 above, it can be seen that self-efficacy has a positive and significant effect on interest in entrepreneurship. This is reinforced

by showing the T statistics > ttable is value of 17.305 > 1.657 and the P value is smaller than $\alpha = 0.05$, while is 0.000. So, the fifth hypothesis studied is fully supported. This proves that the Self-efficacy variable has a positive and significant effect on interest in entrepreneurship.

4.5. Determinant Coefficient Test (R-Square)

Evaluation of the structural model or scientific model aims to determine the variables related to this relationship. The structural model is evaluated by looking at the percentage of the variance described by looking at the R-Square for the endogenous latent construction.

TABLE 5: R-square.

Item	R-Square	R-Square Adjusted
Entrepreneurship Interest	0.858	0.854
Self-Efficacy	0.747	0.743

The results of R2 in Table 5 above, show that the value of R2 for entrepreneurial activity is 0.696 and sales efficiency is 0.562. The results show that environmental variables and entrepreneurial investment have an influence on Sebesar’s entrepreneurial interest of 6.96% and Sebesar’s sales efficiency of 5.56%.

4.6. Mediation Test

Below is a diagram of the analysis of the mediation regression variable using the cause-and-effect relationship method, which is as follows:

The causal step method strategy (Self Efficacy mediates the relationship between the environment and entrepreneurial interest)

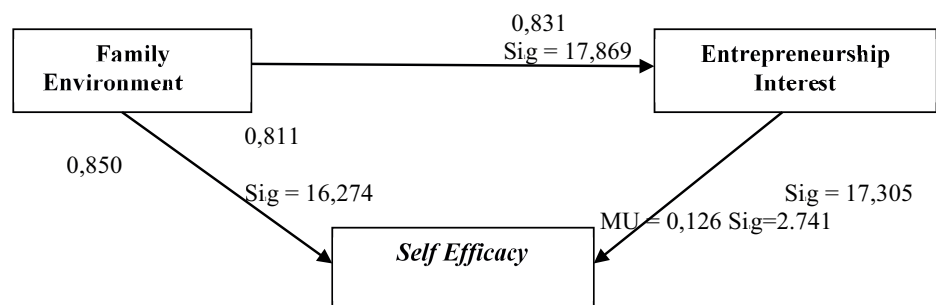


Figure 1: Indirect Influence of M on X1 and Y.

$$Y = \beta \text{ Environment} + \beta \text{ Self Efficacy} + e$$

1. Simple regression equation between the mediating variable Self-Efficacy (M) and the independent variable Environment (X1)

The results of the analysis found that environmental evidence has a significant effect on self-efficacy with a significance value of $16.274 > 1.657$ and a regression coefficient (a) = 0.811 and a P value of 0.000 or smaller than $\alpha = 0.05$.

2. Simple regression equation for the variable dependent interest in entrepreneurship (Y) on the variable environment (X1)

The results of the analysis found that environment is significant for interest in entrepreneurship with a significance value of $17.869 > 1.657$ regression coefficient (c) = 0.831 and Pvalue 0.000 or less than $\alpha = 0.05$.

3. Multiple regression equations for the variable dependent interest in entrepreneurship (Y) on the variable environment (X1) and variable mediating self-efficacy (M).

The results of the analysis showed that environment is significant for interest in entrepreneurship after control for self-efficacy will have a significance value of $2,741 > 1,657$ and regression coefficient (b) of 0.126 and a P value of 0.000 or smaller than $\alpha = 0.05$.

Furthermore, it was found that the direct value was 5.405 which was smaller than the direct value for Before, so the mediation variable was not included, namely $c = 17.869$. The effectiveness of the variable independent environment on the variable dependent interest in entrepreneurship is reduced and the significance is $2,741 > 1,657$ after controlling for the medication variable self-efficacy which was previously $17,869 > 1,657$, and the P-value was 0.006 or smaller than $\alpha = 0.05$.

It can be concluded that this model does not include partial mediation or mediation that occurs, when the surrounding environmental variables are able to indirectly influence the variables of the interest in entrepreneurship or indirectly by involving the variable mediation of self-efficacy or it can sail that sells efficacy mediates environmental relations and interest in entrepreneurship.

The causal step method strategy (Self Efficacy mediates the relationship between entrepreneurship education and entrepreneurial interest)

$$Y = \beta \text{ Entrepreneurship Education} + \beta \text{ Self Efficacy} + e$$

1. Simple regression equation between the mediating variable self-ability (M) and the independent variable entrepreneurship education (X2)

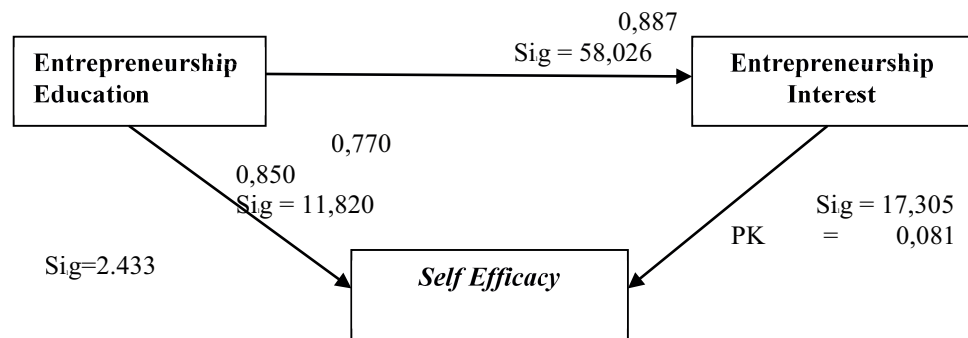


Figure 2: Indirect Influence of M on X2 and Y.

The results of the analysis found evidence that entrepreneurship education is significant for self-efficacy with a significance value of 11,820 > 1,657 and regression coefficient (a) = 0.770 and Pvalue of 0.000 or less of $\alpha = 0.05$.

2. Simple regression equation for the dependent variable interest in entrepreneurship (Y) on the variable entrepreneurship education (X2)

The results of the analysis found evidence that entrepreneurship education is significant for interest in entrepreneurship with a significance value of 58.026 > 1.657 a regression coefficient (c) = 0.887 and a P value of 0.000 or smaller than $\alpha = 0.05$.

3. Multiple regression equations for the dependent variable interest in entrepreneurship (Y) on the venture capital variable (X2) and the mediating variable self-efficacy (M).

The results of the analysis show that entrepreneurship education is significant for interest in entrepreneurship after controlling for self-efficacy with a significance value of 2.433 > 1.657 and a regression coefficient (b) of 0.081 and a P value of 0.015 or smaller than $\alpha = 0.05$. Furthermore, the direct value obtained was 7.729, which was smaller than the direct value. Previously, the mediating variable was not included, namely c = 58.026. The influence of the independent variable of entrepreneurship education on the dependent variable interest in entrepreneurship decreases and its significance is 2.433 > 1.657 after controlling for the previous mediating variable self-efficacy by 58.026 > 1.657, and the Pvalue is 0.015 or smaller than $\alpha = 0.05$.

4. It can be concluded that this model is not included in partial mediation or mediation occurs when the entrepreneurial education variable is unable to influence the entrepreneurial interest variable or indirectly by not involving the self-efficacy mediating variable or it can be said that self-efficacy mediates this relationship between entrepreneurial education and entrepreneurial interest.

TABLE 6: Total Effects Self Efficacy between Business Capital and Entrepreneurship Education.

	Influence	Original Sample (O)	sample Mean (M)	Standard Deviation (STDEIV)	T Statistics (10/STDEIV)	P Values
H1	Family Environment=> Entrepreneurship Interest	0.357	0.363	0.066	5.405	0.000
H2	Entrepreneurship Education=> Entrepreneurship interest	0.427	0.435	0.055	7.729	0.000
H3	Family Environment=>Self Efficacy	0.566	0.565	0.063	9.025	0.000
H4	Entrepreneurship Education => Self Efficacy	0.362	0.362	0.064	5.702	0.000
H5	Self-Efficacy=> Entrepreneurship interest	0.223	0.211	0.079	2.808	0.005
H6	Family Environment => self-efficacy => entrepreneurship interest	0.126	0.119	0.046	2.741	0.006
H7	entrepreneurship Education =>self=> entrepreneurship Interest	0.081	0.077	0.033	2.433	0.015

5. Conclusion

Entrepreneurship assistance from students from the Faculty of Economics and Business, UILN Raden Intan Lampung. Entrepreneurship education has a positive nature and has a significant influence on the interest in entrepreneurship of students at the Faculty of Economics and Business, UILN Raden Intan Lampung. In this case, entrepreneurship education becomes an encouragement for students to increase their knowledge in learning.

This environment has a positive and positive attitude towards the buying and selling attitudes of students at the Faculty of Economics and Business, UIIN Raden Intan. Entrepreneurship education has positive properties and a significant effect on sales-efficacy students of the Faculty of Economics and Business UIN Raden Intan Lampung, the higher the entrepreneur knowledge a person has, the higher the student's confidence in business opportunity skills.

Self-efficacy has a positive and significant effect on interest in entrepreneurship from students of the Faculty of Economics and Business at UIN Raden Intan Lampung, the higher one's belief, the higher one's interest in preneur assistance.

Based on the positive and significant results of the self-efficacy test which were positive and significant and the indirect test results were positive and significant, it can be concluded that the self-efficacy variable is partially integrated (partial mediation) with environmental mediation. variables with the help of integral studies in entrepreneurship for students of the Faculty of Economics and Business Sciences, UIN Raden Intan, Lampung. The results of the indirect relationship test obtained are positive and significant and the results of the indirect test are positive and significant, so it can be said that the self-efficacy variable partially mediates (partial mediation) between the entrepreneurship education variable and interest in entrepreneurial mentoring. to students of the Faculty of Economics and Islamic Business at UILN Raden Lampung Intan. If children's education is balanced with an attitude of selling themselves, then students will not be able to achieve small goals in starting a business because they are confident and capable.

The environment, entrepreneurship education, self-efficacy, and interest in entrepreneurship among students at the Faculty of Economics and Business at UILN Raden Intan Lampung from a Sharia business perspective are largely not by Islamic law. This is supported by the results of questionnaires 4 and 5 on sharia perspective indicators.

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