

# A study of factors affecting the entrepreneurial interest of Widya Husada Semarang University Students

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## ABSTRACT

Entrepreneurship plays a strategic role in shaping the economic development of a country, especially through its contribution in creating job opportunities and absorbing the workforce. However, only a small number of university graduates show interest and courage to start their own business and manage it independently. This study aims to analyze the influence of entrepreneurship education received by students, most of whom come from a health-related academic background during their studies at Widya Husada Semarang University (UWHS) along with entrepreneurial motivation, family environment, and income expectations on their interest in becoming entrepreneurs after graduation. This research uses a descriptive quantitative approach with an explanatory research design. The study included 90 undergraduate participants from UWHS, spanning the 2019 to 2021 academic years, all of whom had finished the entrepreneurship curriculum. Statistical evaluation was performed through SPSS, employing multiple linear regression analysis alongside hypothesis assessment. The results indicate that exposure to entrepreneurial training, intrinsic drive, and anticipated financial gains significantly and favorably influence students' inclination toward entrepreneurship. Conversely, familial surroundings demonstrate an adverse yet statistically negligible impact. Collectively, these predictors account for 76.9% of fluctuations in entrepreneurial aspirations, with external variables beyond the study's scope contributing to the residual 23.1%. These results can serve as a basis for developing campus policies related to the integration of entrepreneurship curriculum that is responsive to the background of health science students. This study also contributes to the literature on the development of entrepreneurial interest in health-focused higher education institutions in Indonesia.

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## 1. INTRODUCTION

Entrepreneurship refers to cultivating cognitive competencies, technical proficiencies, and innovative thinking, entailing significant risks to produce enhanced product value that serves societal needs while yielding financial gains for enterprises, thereby fostering self-sufficiency. Economic advancement or stagnation in any nation is closely tied to the dynamism of its entrepreneurship ecosystem, as it helps create new jobs and absorb labor. However, based on data from the Indonesian Statistics Agency (BPS) as of October 2024 (Tim, 2024), out of a total workforce of 149 million people, Indonesia's entrepreneurial population currently accounts for merely 4.99 million

individuals, representing approximately 3.35% of the nation's total workforce. This percentage is lower compared to Malaysia (4.74%), Singapore (8.76%), and the United States (12%). A key driver of national entrepreneurship growth is academia's provision of entrepreneurial training, as highlighted by (Lee et al., 2022). However, efforts to prepare university graduates to become entrepreneurs are not easy to achieve. Only a small number of graduates have the interest or courage to start their journey to success by building and managing their own businesses (Aqmala et al., 2020). Therefore, universities have a responsibility to educate and instill entrepreneurial character in students so they can become individuals who are willing to choose entrepreneurship as a career path. (Rakib et al., 2020). Widya Husada Semarang University (UWHS) has a vision to become a leading university in the fields of health and business with an entrepreneurial mindset and the use of digital technology at the ASEAN level by 2040. To support this vision, entrepreneurship has become a compulsory course offered in all study programs at the university. After receiving entrepreneurship education during their studies, UWHS students are expected to develop an interest in becoming entrepreneurs. Changes in the job market require strong entrepreneurial skills, including in the health sector. Therefore, health education programs need to strategically integrate an entrepreneurial approach into their curriculum to prepare graduates who are adaptive, innovative, and independent in facing the dynamics of the job market and professional challenges in the health field (Wulandari, 2023). Empirical evidence from (Sofiani & Subroto, 2024), study corroborates that exposure to entrepreneurial curricula significantly enhances learners' inclination toward venture creation. Beyond pedagogical influences, intrinsic motivation likewise serves as a critical determinant. People who are motivated tend to be more persistent and are likely to have the necessary resources to deal with challenges in running a business. This is confirmed by research from (Telaumbanua, 2023), which shows that the drive to start a business is markedly enhanced by an individual's level of motivation. Student motivation can influence how strong their interest is in becoming entrepreneurs the higher their motivation, the more likely they are to explore, understand, and engage in entrepreneurial activities. The development of entrepreneurial interest in individuals is partly shaped by their family environment. Pursuing a career as an entrepreneur can be fostered by a constructive and supportive domestic setting (Howardi Visza Adha et al., 2023). Environmental factors are important in shaping an entrepreneurial mindset. Income expectations are another factor that can influence entrepreneurial interest (Setiawan & Malik, 2021). The higher the income a person expects to earn, the stronger their interest may be in becoming an entrepreneur, because they can have full control over their business, including how much income they earn. Income expectation refers to the hope of receiving a higher income.

This study aims to examine how entrepreneurship education received by students most of whom are future healthcare professionals during their time at UWHS, along with entrepreneurial motivation, family environment, and income expectations, influence their interest in becoming entrepreneurs after graduation. To test this hypothesis, the researcher proposes a study entitled: A Study of Factors Affecting the Entrepreneurial Interest of Widya Husada Semarang University Students

## 2. RESEARCH METHOD

This research employs a quantitative descriptive approach combined with an explanatory design to investigate and elucidate cause-effect dynamics among key variables. The examined variables consist of Entrepreneurship Education (X1), Entrepreneurial Motivation (X2), Family Environment (X3), Income Expectation (X4), and Entrepreneurial Interest (Y) as the outcome variable. The study prioritizes evaluating the comprehensive validity and reliability of measurement tools, alongside assessing causal linkages between predictors and the dependent variable through multivariate linear regression. Hypotheses are statistically validated via SPSS 16.0 to ensure precision and empirical accountability.

(Sugiyono, 2021) defines a population as a collection of entities within a generalized scope, characterized by distinct attributes and a predetermined quantity, which researchers analyze to derive findings. For this research, the target population encompasses all enrolled students at Widya Husada Semarang University. The sampling process employed purposive sampling, a method wherein participants are deliberately selected according to predefined study-specific criteria. The

criteria used in this research are UWSH students who were enrolled between 2019 and 2021 and have completed the Entrepreneurship course. Referring to (Sugiyono, 2021), an appropriate sample size in research ranges from 30 to 500 respondents. Therefore, this study used a sample of 90 respondents, which meets the minimum sample size required to support the validity of the research results.

The data in this study was collected through an online questionnaire using the Google Form platform. The questionnaire was designed systematically to ensure that all respondents could understand and answer each question properly. The measurement scale used in the questionnaire was a Likert scale with five levels, ranging from "strongly agree" to "strongly disagree." In addition to questions measuring the research variables, the questionnaire also included items related to the respondents' personal information and demographic characteristics to support a more comprehensive data analysis.

The data analysis in this study involved several stages: descriptive analysis, validity and reliability tests, classical assumption tests, multiple linear regression analysis, and hypothesis testing. Descriptive analysis was used to describe the characteristics of the respondents and the distribution of items for each variable through data tabulation and presentation in the form of numbers and percentages. The validity test was conducted by comparing the calculated r-value of each item with the r-table value, and the item was considered valid if the calculated r-value was greater than or equal to the r-table value. The reliability test used Cronbach's Alpha, with a minimum threshold of 0.60 to indicate that the instrument is consistent and trustworthy. Before conducting regression analysis, classical assumption tests including normality, multicollinearity, and heteroscedasticity tests were performed to ensure the suitability of the regression model. Then, multiple linear regression analysis was used to determine both the simultaneous and partial effects of the independent variables on the dependent variable, as well as the direction of the relationships. Hypothesis testing included the t-test to examine the partial significance of each independent variable on entrepreneurial interest, and the F-test to assess the simultaneous effect of all independent variables on the dependent variable.

### 3. RESULTS AND DISCUSSIONS

#### 3.1 Respondent Characteristics

Table 1. Characteristics of Respondents

Variable	Classification	Frequency	Percentage (%)
Gender	Male	20	22.22
	Female	70	77.78
	Total	90	100
Year of Enrollment	2019	31	34.44
	2020	17	18.89
	2021	42	46.67
	Total	90	100
Study Program	Diploma in Radiology	15	16.67
	Bachelor in Medical Informatics	48	53.33
	Bachelor in Nursing	27	30.00
	Total	90	100
Entrepreneurial Family Background	Yes	42	46.67
	No	48	53.33
	Total	90	100

Source: Processed Data, 2025

The data collected from questionnaires filled out by 90 respondents students of Widya Husada Semarang University who have taken the Entrepreneurship course shows several key characteristics. First, most of the respondents in this study are female, with a percentage of 77.78% of the total. Second, the majority of respondents are from the 2021 class (46.67%), followed by the 2019 class (34.44%), and the 2020 class (18.89%). All students from these three classes have already graduated from Widya Husada Semarang University. Third, most respondents are from the Medical Informatics study program, accounting for 53.33% of the total. Lastly, based on the collected

data, 46.67% of the respondents come from families with an entrepreneurial background, while the remaining 53.33% do not. These findings provide a comprehensive overview of the respondent profile involved in this study.

### 3.2 Validity Test

Table 2. Validity Test

Variable	Indicator	r-count	r-table 5% (n=90)	Description
Entrepreneurship Education (X1)	X1.1	0.845	0.207	Valid
	X1.3	0.822		
	X1.3	0.817		
	X1.4	0.823		
	X1.5	0.787		
Entrepreneurial Motivation (X2)	X2.1	0.834	0.207	Valid
	X2.2	0.842		
	X2.3	0.846		
	X2.4	0.854		
	X2.5	0.864		
	X2.6	0.854		
Family Environment (X3)	X3.1	0.884	0.207	Valid
	X3.2	0.785		
	X3.3	0.850		
	X3.4	0.845		
	X3.5	0.893		
	X3.6	0.859		
Income Expectation (X4)	X4.1	0.909	0.207	Valid
	X4.2	0.936		
	X4.3	0.934		
	X4.4	0.932		
Entrepreneurial Interest (Y)	Y.1	0.916	0.207	Valid
	Y.2	0.905		
	Y.3	0.878		
	Y.4	0.934		
	Y.5	0.899		

Source: Processed Data, 2025

Based on Table 2, all indicators used in this study are declared valid. The validity is shown by the *r count* values being greater than or equal to the *r table* value at a 0.05 significance level. The *r table* value used as a reference was obtained from degrees of freedom (df) = 90 – 2 = 88, which is 0.207. Therefore, all items in the research instrument meet the validity criteria and are suitable to be used for measuring the research variables.

### 3.3 Reliability Test

Table 3. Reliability Test

Variable	Cronbach's Alpha	Description
Entrepreneurship Education (X1)	0.877	Reliable
Entrepreneurial Motivation (X2)	0.921	Reliable
Family Environment (X3)	0.924	Reliable
Income Expectation (X4)	0.944	Reliable
Entrepreneurial Interest (Y)	0.943	Reliable

Source: Processed Data, 2025

Based on the results presented in Table 3, all variables in this study have been proven to possess good reliability. This is indicated by the Cronbach's Alpha values for each variable, which exceed the minimum threshold of 0.60 an accepted standard for determining instrument reliability. Specifically, the Entrepreneurship Education variable has a Cronbach's Alpha value of 0.877; the Entrepreneurial Motivation variable is 0.921; the Family Environment variable is 0.924; the Income Expectation variable is 0.944; and the Entrepreneurial Interest variable is 0.943. Therefore, all research instruments are considered reliable and suitable for consistently measuring each variable.

### 3.4 Classical Assumption Test

#### a. Multicollinearity Test

Table 4. Multicollinearity Test

Model		Coefficients <sup>a</sup>					Collinearity Statistics		
		Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Tolerance	VIF
		B	Std. Error	Beta					
1	(Constant)	-2.937	1.448			-2.029	.046		
	Entrepreneurship Education	.245	.111	.192		2.220	.029	.362	2.761
	preneurial Motivation	.431	.106	.434		4.050	.000	.237	4.225
	Family Environment	-.028	.088	-.028		-.321	.749	.348	2.875
	Income Expectation	.502	.119	.355		4.231	.000	.387	2.583

a. Dependent Variable: Entrepreneurial Interest

Source: *Processed Data, 2025*

Based on the multicollinearity test results, all independent variables have Tolerance values greater than 0.10 and VIF values less than 10. This indicates that there are no signs of multicollinearity in the regression model, so each independent variable can be used simultaneously in the analysis.

#### b. Heteroscedasticity Test

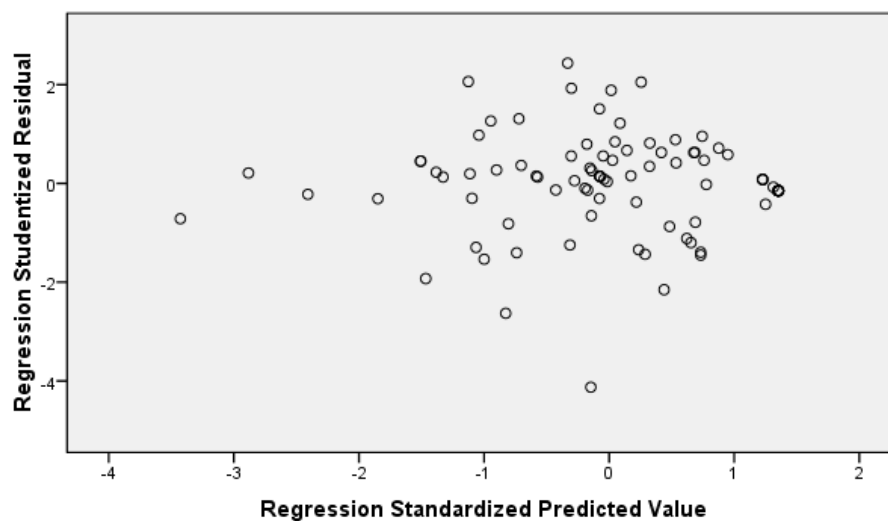


Figure 1. Scatterplot Heteroscedasticity Test

Based on the scatterplot of standardized predicted values and studentized residuals, the distribution of residual points does not form any specific pattern and appears to be randomly spread around the

zero line. This indicates that the regression model meets the assumption of homoscedasticity, meaning that there is no sign of heteroscedasticity in the model.

### c. Normality Test

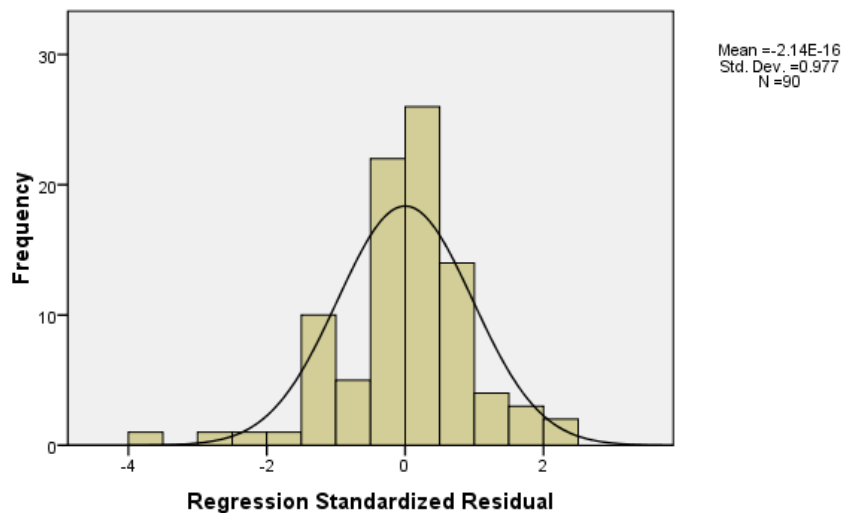


Figure 2. Histogram Normality Test

Based on the residual histogram, the residual distribution shows a pattern similar to a normal curve, with most values centered around zero. This indicates that the residuals are normally distributed, so the regression model satisfies the normality assumption.

### 3.5 Multiple Linear Regression Analysis

Table 5. Multiple Linear Regression Coefficient Values

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	-2.937	1.448		-2.029	.046
	Entrepreneurship Education	.245	.111	.192	2.220	.029
	Entrepreneurial Motivation	.431	.106	.434	4.050	.000
	Family Environment	-.028	.088	-.028	-.321	.749
	Income Expectation	.502	.119	.355	4.231	.000

a. Dependent Variable: Entrepreneurial Interest

Source: Processed Data, 2025

Based on the data presented in Table 5, especially the B values in the *Unstandardized Coefficients* column, and by referring to the multiple linear regression formula used in this study, a multiple linear regression model can be developed and a deeper interpretation of the relationships between the variables can be made as follows:

$$Y = -2.937 + 0.245X_1 + 0.431X_2 + (-0.028)X_3 + 0.502X_4 + e \quad (1)$$

According to the multiple linear regression model, the variable representing entrepreneurship education yields a regression coefficient of 0.245, which is statistically positive. This implies that exposure to *entrepreneurship education* correlates with heightened interest in entrepreneurial pursuits. Put differently, as entrepreneurship education intensifies, so does the inclination toward entrepreneurial pursuits. Likewise, the variable measuring *entrepreneurial motivation* reveals a regression coefficient of 0.431, which is positive, suggesting that heightened motivation in entrepreneurship fosters increased entrepreneurial engagement. In contrast, statistical results indicate that the *family environment* variable inversely correlates with the outcome, showing a coefficient value of -0.028, which implies that a stronger entrepreneurial family environment may be associated with a lower level of entrepreneurial interest among respondents. Lastly, the *income expectation* variable demonstrates the highest positive regression coefficient of 0.502, signifying that higher income expectations are positively associated with greater entrepreneurial interest. Based on these findings, data analysis confirms a correlation between entrepreneurial aspirations and the triad of education, intrinsic motivation, and income potential. Therefore, an increase in any of these three variables tends to enhance students' entrepreneurial interest. Conversely, the family environment variable exhibits a negative relationship, suggesting that as this variable increases, students' entrepreneurial interest may decrease.

### 3.6 Hypothesis Testing

#### a. Partial Test (t-Test)

Table 6. Results of Partial Test (t-Test) Analysis

Variable	t-count	t-table	Sig.	Conclusion
Entrepreneurship Education	2.220	1.9883	.029	Significant
Entrepreneurial Motivation	4.050	1.9883	.000	Significant
Family Environment	-.321	1.9883	.749	Not Significant
Income Expectation	4.231	1.9883	.000	Significant

Source: Processed Data, 2025

t-table Calculation:  $t(\alpha/2; n - k - 1) = t(0.05/2; 90 - 4 - 1) = t(0.025; 85) = 1.9883$

#### The Influence of Entrepreneurship Education on Entrepreneurial Interest

The variable of Entrepreneurship Education (X1) demonstrates a positive and significant effect on Entrepreneurial Interest (Y). This conclusion is supported by the statistical results, where the t-count value exceeds the t-table value ( $2.220 > 1.9883$ ) and the significance level is below the standard threshold ( $0.029 < 0.05$ ), thus indicating that hypothesis H1 in this study is accepted. The indicators used to measure the Entrepreneurship Education variable include entrepreneurial intention, entrepreneurial knowledge, awareness of business opportunities, instructional content, and teaching methods. Based on respondents' questionnaire responses, students who have taken the entrepreneurship course at Widya Husada Semarang University expressed that they are capable of designing realistic business plans, identifying business opportunities based on local community problems, and acknowledged that the course materials provided were relevant to the business environment. Moreover, students rated the teaching methods employed in the entrepreneurship course as engaging and interactive, particularly due to the inclusion of entrepreneurial practice or simulations. These factors have contributed to an increased willingness among students to initiate business ventures after completing the course. These results are consistent with Saputro et al. (2022), research, demonstrating that the entrepreneurship education variable yielded a statistically significant t-statistic of 10.107 ( $p = 0.00$ ), exceeding the critical t-value of 1.9728 and exhibiting a positive regression coefficient. Their research concluded that entrepreneurial education practices enhance students' abilities to identify business opportunities, develop business plans and new products, manage business risks, and make problem-solving decisions. Research by Sari & Arimurti (2024) corroborated these findings, revealing a statistically meaningful correlation ( $r = 0.613, p < 0.05$ ) linking entrepreneurship education to students' entrepreneurial intent, with the effect size surpassing the significance threshold of 0.374. The findings underscored the role of quality entrepreneurship programs in fostering not only students' intent to pursue business opportunities but

also their resilience in navigating risks and uncertainties. Conversely, the present findings diverge from those of (Nur Rohmad Nuzil & Maslikhatul Uriva Chuswanto, 2024), whose analysis revealed that Entrepreneurship Education exerted an adverse yet statistically insignificant effect on students' inclination toward entrepreneurship, supported by a t-statistic of -1.642 and a p-value of 0.164 (exceeding the 0.05 threshold). Their results suggest that despite the provision of entrepreneurship education, it may not directly affect an individual's entrepreneurial interest, implying that other external or internal factors may play a more dominant role in influencing such interest. Auliadara et al. (2024) reported divergent outcomes, revealing a T-statistic (1.481) below the critical threshold (1.96) and a p-value (0.139) exceeding the 0.05 significance level. Entrepreneurial interest shows no statistically measurable response to exposure to entrepreneurship education, as evidenced by these findings. This lack of significance may be caused by factors such as an ineffective curriculum, poor teaching methods, an unsupportive environment and culture, and limited practical experience.

### **The Influence of Entrepreneurial Motivation on Entrepreneurial Interest**

The variable Entrepreneurial Motivation (X2) has a positive and significant influence on Entrepreneurial Interest (Y). This conclusion is supported by the statistical evidence showing that the t-count value (4.050) exceeds the critical t-table value (1.9883), with a significance level of 0.000, which is below the 0.05 threshold. Therefore, hypothesis H2 in this study is accepted. The indicators used to assess the Entrepreneurial Motivation variable include the need for achievement, risk-taking, tolerance for uncertainty, self-confidence, time autonomy, and creativity. Based on respondents' answers, it was found that their motivation to pursue entrepreneurship stems from a strong belief in achieving success through entrepreneurial endeavors, the presence of creative ideas to develop unique products or services, and a desire to create job opportunities that allow for personal flexibility in time and work management. These motivational factors serve as strong drivers for students' entrepreneurial interest. This study's results align with prior research by (Anita Janu Septi et al., 2024), which examined how Entrepreneurial Motivation influences Young Entrepreneurship Interest. Their analysis revealed a statistically significant correlation ( $p = 0.000$ ), where motivation explained 65.2% of the variation in entrepreneurial aspirations, as evidenced by the  $R^2$  coefficient. Respondents in that study expressed high motivation to become successful individuals through entrepreneurship and were willing to work hard to achieve their aspirations as young entrepreneurs. These findings align with the research conducted by (Sosiady & Ermansyah, 2023), demonstrating that entrepreneurial motivation exerts a statistically significant effect on entrepreneurial inclination ( $p = 0.000, < 0.05$ ). Their analysis affirmed that robust entrepreneurial drive within individuals can partially stimulate the development of entrepreneurial interest.

Nevertheless, the present findings diverge from the conclusions drawn by (Oktavia et al., 2017), whose study identified an inverse correlation between Entrepreneurial Motivation and Entrepreneurial Interest. In their analysis, the computed t-value (-2.009) fell below the critical t-table threshold (1.664), supported by a significance level of  $p = 0.048$ . This suggests a significant but negative influence, indicating that under certain conditions, increased entrepreneurial motivation may not necessarily translate into greater entrepreneurial interest.

### **The Influence of Family Environment on Entrepreneurial Interest**

The variable representing Family Environment (X3) exhibits an adverse yet statistically negligible impact on Entrepreneurial Interest (Y). This conclusion is supported by a t-count value (-0.321) falling below the critical t-table value (1.9883), alongside a significance level (0.749) surpassing the 0.05 benchmark. Consequently, the study's third hypothesis (H3) is not upheld. Key indicators for assessing the Family Environment encompass parenting approaches, dynamics among family members, household ambiance, socioeconomic status of the family, parental awareness, and cultural influences. Findings from respondent data indicate that most students do not come from entrepreneurial family backgrounds. As a result, they are generally unfamiliar with discussing business ideas or venture plans within the family, and they often do not receive substantial support from their families in developing entrepreneurial interests. These conditions may explain the lack of a significant influence found in this study. This finding aligns with the research conducted by (Doni, 2021), which also concluded that the family environment variable does not significantly affect

entrepreneurial interest, as indicated by an Unstandardized Beta value of -0.010 and a significance level of 0.903 ( $> 0.05$ ). In this study, it was suggested that one possible explanation for the negative and insignificant influence of the family environment is that excessive support such as over-providing material resources can lead to dependency, complacency, and a lack of personal initiative among students. However, these results differ from those of (Wijaya & Sarbaeni, 2023), which identified a statistically significant correlation ( $p = 0.004$ ) linking familial surroundings to heightened entrepreneurial aspirations, the current study yields divergent outcomes. The earlier work emphasized the family's pivotal influence on career choices among Hamzanwadi University students, noting their reliance on parental or familial guidance during decision-making processes. Positive support from the family whether in the form of moral encouragement or financial capital can enhance students' confidence and determination in pursuing entrepreneurial activities.

Another study showed different results from this research.(Arfah et al., 2023), demonstrated a statistically significant ( $p = 0.002 < 0.05$ ) and favorable correlation between familial settings and the development of entrepreneurial aspirations. Their findings suggest that offspring of business owners tend to adopt their parents' diligence and passion, thereby increasing their propensity to pursue entrepreneurship in adulthood.

#### **The Influence of Income Expectation on Entrepreneurial Interest**

Entrepreneurial Interest (Y) is positively and significantly affected by Income Expectation (X4), as evidenced by a t-statistic of 4.231 (surpassing the t-table critical value of 1.9883) and a p-value of 0.000 (well under the 0.05 cutoff). Therefore, hypothesis H4 is accepted in this study. The indicators measured within the Income Expectation variable include expectations of earning a higher income compared to being an employee, the hope of generating above-average earnings, the potential for greater profit through entrepreneurship, and the prospect of increasing income over time. Based on respondent feedback, it was revealed that many students perceive entrepreneurship as a promising path to achieve higher profits, generate income that exceeds the societal average, and experience financial growth over time. The outcomes align with (Kuswanto et al., 2023) research, which reported a t-value of 5.970, exceeding the critical t-value of 1.978 at a highly significant p-value of 0.000 ( $p < 0.05$ ). The authors likewise affirmed a statistically meaningful and favorable influence of anticipated earnings on entrepreneurial inclination among students. This suggests that a substantial portion of students view entrepreneurial income as having strong potential to become a primary and sustainable source of livelihood, which serves as a key motivator in their decision to initiate, pursue, and expand a business venture. (Yuliya et al., 2025) likewise reported comparable findings, revealing that the prospect of financial gain significantly impacted the inclination toward entrepreneurship, with a p-value under 0.05 confirming this relationship. This result suggests that the expectation of earning more money through entrepreneurship is an important factor for students when considering entrepreneurship as a career option. Conversely, the findings contradict those of (Widianingsih, 2021), whose study demonstrated that income expectation did not significantly affect entrepreneurial interest. This was evidenced by a t-value of 1.492, which is lower than the t-table value of 1.6568, and a significance level of 0.138 ( $> 0.05$ ). In that study, respondents indicated a stronger inclination toward becoming company employees rather than creating their own business ventures. These students perceived that income from entrepreneurship might not match the financial stability and earning potential offered by salaried employment. The study by (Alfan & Andriansyah, 2022) found no significant effect between income expectation and entrepreneurial interest, as shown by a significance value of 0.087, which is higher than the threshold of 0.05, and a p-value of 0.173. The study concluded that students at SMA Labschool Unesa understand that having high income expectations in entrepreneurship does not guarantee success, as there is still a high risk of loss, uncertain income, and intense business competition.

#### **b. Simultaneous Test (F-Test)**

Table 7. Results of Simultaneous Test Analysis (F-Test)

ANOVA <sup>b</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1391.057	4	347.764	70.566	.000 <sup>a</sup>
	Residual	418.898	85	4.928		
	Total	1809.956	89			

a. Predictors: (Constant), Income Expectation, Family Environment, Entrepreneurship Education, Entrepreneurial Motivation

b. Dependent Variable: Entrepreneurial Interest

Source: *Processed Data, 2025*

F table calculation:  $F(k; n - k) = F(4; 90 - 4) = F(4; 86) = 2.48$

This simultaneous test aims to evaluate how much the independent variables entrepreneurial training, drive for entrepreneurship, familial background, and anticipated earnings jointly impact the target variable, namely the inclination toward entrepreneurship. As shown in Table 7, the computed F-statistic (70.566) exceeds the critical F-value (2.48), while the p-value (0.000) falls below the 0.05 significance threshold. This demonstrates a statistically significant joint influence of the four predictors on entrepreneurial inclination. Consequently, the regression model employed here meets the criteria for validity and is appropriate for evaluating the predictors' impact on entrepreneurial intentions.

### 3.7 Coefficient of Determination (R<sup>2</sup>)

Table 8. Results of the Coefficient of Determination (R<sup>2</sup>) Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.877 <sup>a</sup>	.769	.758	2.21996

a. Predictors: (Constant), Income Expectation, Family Environment, Entrepreneurial Education, Entrepreneurial Motivation

Source: *Data Processing Results, 2025*

As shown in Table 8, the correlation coefficient (R) of 0.877 reflects a robust association between the predictors and the outcome variable. The R<sup>2</sup> value of 0.769 demonstrates that approximately 76.9% of the variability in entrepreneurial interest is accounted for by the combined effects of entrepreneurial education, motivation, familial background, and income expectations. The unexplained variance (23.1%) likely stems from factors beyond the scope of this analysis.

### 3.8 Discussion

The finding that the family environment has a negative and insignificant effect on entrepreneurial interest shows a potential barrier from external factors that students cannot directly control. In this context, universities have a strategic role in bridging the lack of family support by strengthening entrepreneurship curricula that are empowering and transformational.

The entrepreneurship curriculum can be optimized through a more practical and contextual approach by emphasizing experiential learning and problem-based learning in health-related fields through mentoring programs and business incubation. It can also include practical activities and business simulations to improve entrepreneurial skills, such as creating a business model canvas, designing technology-based business plans, and encouraging cross-disciplinary collaboration (interprofessional entrepreneurship). Providing students with real-world experience through internships in health startups or innovative clinics can further strengthen their understanding of business management and operations.

In addition, psychological aspects such as self-efficacy, risk-taking, and leadership should be integrated into learning materials and activities so that students are not easily discouraged by a lack of family support. In this way, the university not only provides entrepreneurship knowledge but

also serves as a social space that helps build students' entrepreneurial identity especially for those from non-entrepreneurial family backgrounds.

#### 4. CONCLUSION

Based on the results of a multivariate regression model and empirical examination, the current research concludes that training in entrepreneurship, drive to start ventures, and anticipated financial gains a favorable and statistically meaningful influence on learners' entrepreneurial inclination at Widya Husada Semarang University. This indicates that the higher the quality of entrepreneurial education received, the stronger the internal motivation, and the greater the expected income from business activities, the more likely learners tend to cultivate entrepreneurial aspirations for their professional future. Conversely, the family environment variable shows a negative and insignificant effect, suggesting that family background is not necessarily a key determinant in shaping students' entrepreneurial interest. Collectively, the four independent variables examined in this study explain 76.9% of the variation in entrepreneurial interest, while the remaining 23.1% is influenced by other factors not included in the model. The developed regression model meets the criteria for goodness of fit and can thus serve as a reference in understanding the factors that influence entrepreneurial interest, particularly in the context of health and business higher education institutions. These findings can serve as strategic input for higher education institutions to develop a more practical and relevant entrepreneurship curriculum by integrating project-based learning, health business simulations, interdisciplinary collaboration, and internships in the health business sector. This approach is expected to help bridge the gap between theory and practice for students with a health-related background. Nevertheless, this study is limited by the absence of mediating or moderating variables that might strengthen or weaken the relationships among the variables. Furthermore, the use of a quantitative approach constrains the depth of exploration regarding respondents' backgrounds and motivations. It is therefore recommended that future research incorporate additional psychological or contextual variables such as self-efficacy, entrepreneurial exposure, and access to capital to offer a comprehensive perspective on the determinants of entrepreneurial motivation. Utilizing a hybrid methodology that combines qualitative methods such as interviews or focus group discussions is also suggested to enrich and support quantitative findings. These recommendations aim to contribute to more comprehensive and applicable insights for the advancement of entrepreneurship education within academic settings.

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