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The influence of family environment and social environment on entrepreneurial interest among agribusiness management students

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ABSTRACT

This study analyzes the influence of family and social environments on the entrepreneurial intention of Agribusiness Management students. The research employs a quantitative approach, surveying 29 students from the second and fourth semesters. Structured questionnaires were used to collect data, focusing on two independent variables: the family environment and the social environment, and their impact on students' entrepreneurial aspirations. The results show that a supportive and stimulating environment within both family and social contexts significantly enhances students' motivation to engage in entrepreneurial ventures. Together, these two environments explain 75.4% of the variation in entrepreneurial interest, as indicated by an R square value of 0.754. Specifically, the family environment, which includes elements such as parental guidance, family relationships, home atmosphere, economic status, and cultural background, accounts for 38.25% of the variance in entrepreneurial interest. Furthermore, the social environment, which encompasses peer interactions, relationships with faculty, and the overall university setting, contributes 37.13% to the development of entrepreneurial intent. The study acknowledges the limitations of a small sample size, which restricts the generalizability of the findings, and recommends further research with a larger and more diverse population across multiple institutions.

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1. INTRODUCTION

Unemployment remains a significant issue in many regions of Indonesia, despite a slight decline in recent years. As of August 2023, there were 7.86 million unemployed individuals in Indonesia, with an Open Unemployment Rate (TPT) of 5.32%, which decreased to approximately 7.47 million and 4.91%, respectively, by August 2024 (BPS, 2024). Although the rate has declined, the absolute number of unemployed individuals is still considered high, primarily due to the limited absorption of the workforce, especially in sectors with high employment potential. In Ngawi Regency, the TPT was 2.40% in

August 2024, showing only a slight decrease from 2.41% the previous year (BPS Ngawi, 2024), indicating a persistent imbalance between the labor force and available job opportunities. Of the 541,370 individuals in the workforce, most are employed in agriculture (42.10%), followed by services (37.98%) and manufacturing (19.92%) (BPS Ngawi, 2024). One of the main challenges in addressing unemployment is the low skill level of workers and the mismatch between educational attainment and labor market needs, as the majority of workers in Ngawi have only completed elementary education, with only 9.59% having obtained higher education such as a diploma or university degree (BPS Ngawi, 2024). As a result, unemployment is more prevalent among those with lower education, while the labor market increasingly demands workers with higher skills and qualifications.

According to Hisrich & Peters (2014), entrepreneurial interest is an individual's desire to pursue opportunities in business, often triggered by early experiences and entrepreneurial education that provide an understanding of entrepreneurial processes. Thus, it can be concluded that entrepreneurial interest is an internal drive that encourages individuals to engage in entrepreneurial activities, such as starting and managing a business, and having the courage to seize business opportunities without any external pressure.

The formation of entrepreneurial interest in its process is influenced by several variables, one of which is the family environment. Lerner & Overton (2017) describe the family as an important context for an individual's early development. The family functions as the primary source for children to learn basic values, social skills, and behavioral patterns that will be carried into their social lives. Alma (2018) in Fitri et al. (2024) also states that the family environment can influence an individual to choose a career path as an entrepreneur. Previous studies, Fitri et al. (2024), have found that the family environment has an impact on the interest in pursuing entrepreneurial activities.

In addition to the family environment, which can shape entrepreneurial intention, another influencing variable is the social environment. According to Kartono (2005), the social environment refers to various groups and relationships outside the family that play a significant role in an individual's social and emotional development, such as friendships, professional relationships, and the broader society. Previous studies, Rana et al. (2024), have stated that the social environment has an impact on entrepreneurial interest.

In response to this phenomenon and previous research, the researcher plans to conduct a study at PSDKU Campus 5 Ngawi, the first public university in Ngawi Regency, which holds a strategic position in preparing the younger generation to meet labor market challenges. This study aims to analyze how family and social environments influence the entrepreneurial interest of students in the Agribusiness Management program. By focusing on these two factors, the research seeks to determine the extent to which family and social environments affect students' attitudes, interests, and motivation toward entrepreneurship. Through this approach, the researcher intends to provide a comprehensive understanding of the determinants of entrepreneurial interest among students at the region's first public university.

Entrepreneurial Interest, Buchari Alma (2013) explains that entrepreneurial interest is the drive to start a new venture, fueled by creativity and readiness to face risks, which ultimately becomes a key factor in creating business opportunities and generating employment. Based on the research conducted by Anggraeni & Harnanik (2015), this study utilizes six indicators to measure the entrepreneurial interest variable (Y), as derived from Suryana (2012), which are as follows : (a) Self-confidence; (b) Task and result orientation; (c) Risk-taking; (d) Leadership; (e) Originality; and (f) Future orientation

Family Environment, Berk (2017) states that the family environment is the first and most important context in a child's development, encompassing the interactions between

parents and children, which serve to shape basic values, social skills, and the child's attitude toward the outside world. Research conducted by Anggraeni & Harnanik (2015) and Gustina et al. (2021) employed five indicators to measure the family environment variable (X_1) as follows: (a) Parenting style; (b) Relationships among family members; (c) Household atmosphere; (d) Family economic status; (e) Cultural background. Among these indicators, Gustina et al. (2021) identified parenting style as the most dominant factor influencing students' entrepreneurial interest, highlighting that the methods parents use to educate and guide their children play a crucial role in shaping their interest in entrepreneurship.

Social Environment, The social environment is a domain where various types of social interactions occur between groups, along with their associated rules, involving symbols, values, and norms that have become firmly established, and is related to both the natural and built environments, such as spatial planning (Purba, 2002). Growing up in an agricultural region where farming, trading, and small-scale agribusiness are common livelihoods exposes students to entrepreneurial role models and hands-on experiences from an early age. Based on research conducted by Nainggolan & Harny (2020) and Putri et al. (2024), this study uses four indicators to measure the social environment variable (X_2), which are as follows: (a) Student-teacher relationships; (b) Student relationships with other students; (c) University; (d) Campus atmosphere.

2. RESEARCH METHOD

2.1 Research Type, Research Location, Population, and Sampling

This study is a quantitative research. According to Sugiyono (2019), quantitative research is based on existing theories and uses data in the form of numbers. This study will be conducted by involving Agribusiness Management students as respondents. The population in this study consists of Agribusiness Management students, with 20 students from the second semester and 9 students from the fourth semester, resulting in a total of 29 respondents. According to Sugiyono (2019), when the population is relatively small, the entire population can be used as the sample or research object. In this study, all Agribusiness Management students will be used as respondents.

2.2 Identification and Definition of Operational Variables

a. Identification of Research Variables

According to Riduwan & Kuncoro (2013), a variable is a characteristic that can be observed in an object, which has various values or categories. This study includes two types of variables: dependent and independent variables. (a) According to Sugiyono (2019), an independent variable is a variable that influences or causes a change in another variable. In this study, the independent variables are Family Environment (X_1) and Social Environment (X_2). (b) Sugiyono (2019) defines a dependent variable as a variable that is measured for changes or variations resulting from changes in the independent variable. In this study, the dependent variable is Entrepreneurial Interest (Y).

b. Data Measurement Scale

Riduwan & Kuncoro (2013) state that the Likert scale is a measurement method that uses a hierarchical set of answer options, ranging from strongly agree to strongly disagree, and is used to assess respondents' attitudes, opinions, and perceptions regarding a phenomenon. The measurement scale used in this study employs the Likert scale with the following scoring range: (a) Strongly Agree (SA) is given a score of 5; (b) Agree (A) is given a score of 4; (c) Neutral (N) is given a score of 3; (d) Disagree (D) is given a score of 2; (e) Strongly Disagree (SD) is given a score of 1

2.3 Data Analysis Method

Sugiyono (2019) explains that analysis is the process of processing data by breaking it down into smaller parts to facilitate understanding and to identify patterns, relationships, or specific meanings that can help address the issues in the research. The analysis used in this study is multiple regression analysis.

2.4 Research Instrument Testing

a. Validity Test & Reliability Test

Harsojuwono & Arnata (2020) state that a question is considered significant if the calculated product-moment correlation coefficient ($r_{calculated}$) is greater than the product-moment correlation coefficient value in the table (r_{table}). According to Sugiyono (2019), the reliability of an instrument in this study can be measured using the Cronbach's Alpha coefficient calculated by SPSS, where values of 0.8–1.0 indicate good reliability, 0.6–0.799 indicate acceptable reliability, and values below 0.6 indicate poor reliability.

2.5 Classical Assumption Test

a. Normality Test

The normality test is conducted to determine whether the continuous data follows a normal distribution, which allows the use of analyses such as validity, reliability, t-tests, correlation, and regression (Usman & Akbar, 2020:107).

b. Linearity Test

Riduwan & Kuncoro (2013) state that the linearity test aims to verify whether the relationship between the dependent and independent variables is linear.

c. Heteroscedasticity Test

According to Ghozali (2011), heteroscedasticity refers to a condition where the residual variance is not constant across the range of independent variable values in a regression model.

d. Multicollinearity Test

The multicollinearity test is performed to identify whether there is a significant relationship between independent variables in the regression model (Ghozali, 2011).

e. Autocorrelation Test

The autocorrelation test aims to identify whether there is a relationship between the disturbance error at time t and the disturbance error at time t-1 in the linear regression model (Ghozali, 2011).

f. Model Feasibility Test (F-Test)

According to Siregar (2017: 439), the hypothesis tested using the F-test aims to determine whether both independent variables simultaneously affect the dependent variable.

g. Hypothesis Test (T-Test)

G Loindong et al. (2023) state that the t-test is used to test hypotheses partially, to show the effect of each independent variable individually on the dependent variable. The test is conducted at $\alpha = 0.05$ (5%).

h. Coefficient of Determination (R^2)

According to Ghozali (2017), and Monalisa (2019) the coefficient of determination (R^2) is used to measure the extent to which the model can explain the variation in the independent variables against the dependent variable.

i. Multiple Regression Analysis Test

Multiple regression is an extension of simple linear regression, used to determine the effect of one or more independent variables on a single dependent variable (Siregar, 2017: 405). According to Siregar (2017: 405), the formula for multiple regression is as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + \cdots + b_nX_n$$

This study uses multiple regression analysis as the data analysis method. Siregar (2017: 406) states that when analyzing data in a study where the issue (case) involves one dependent variable and two independent variables, statistical testing should be performed using the linear regression method with two independent variables, using the following formula:

$$Y = a + b_1X_1 + b_2X_2$$

j. Effective Contribution (EC)

Newbold et al. (2013) state that the Effective Contribution (EC) in regression is used to assess the accuracy of estimates for independent variables by measuring the contribution of each variable to the variability in the dependent variable. The calculations for EC and RC are based on the research conducted by Kusumawati et al. (2024), using the following formula:

Efective Contribution (EC):

$$SE(X)\ \% = Beta_x \times r_{xy} \times 100\ \%$$

3. RESULTS AND DISCUSSIONS

3.1 Research Instrument Testing

a. Validity Test

b.

Table 1. Results of the Validity Test for Family Environment (X_1)

Indicator	$r_{calculated}$	r_{table}	Information
$X1_1$	0.796	0.367	Valid
$X1_2$	0.877	0.367	Valid
$X1_3$	0.811	0.367	Valid
$X1_4$	0.613	0.367	Valid
$X1_5$	0.907	0.367	Valid

Table 2. Results of the Validity Test for Social Environment (X_2)

Indicator	$r_{calculated}$	r_{table}	Information
$X2_1$	0.865	0.367	Valid
$X2_2$	0.805	0.367	Valid
$X2_3$	0.873	0.367	Valid
$X2_4$	0.599	0.367	Valid

Table 3. Results of the Validity Test for Entrepreneurship Interest (Y)

Indicator	$r_{calculated}$	r_{table}	Information
$Y1_1$	0.877	0.367	Valid
$Y1_2$	0.922	0.367	Valid
$Y1_3$	0.863	0.367	Valid
$Y1_4$	0.840	0.367	Valid
$Y1_5$	0.868	0.367	Valid
$Y1_6$	0.908	0.367	Valid

Source: Data processed, 2025

Based on Tables 1, 2, and 3, the validity test results show that $r_{calculated}$ > r_{table} for the family environment, social environment, and entrepreneurial interest variables. This indicates that the instrument items are valid and suitable for measuring the Family Environment (X1), Social Environment (X2), and Entrepreneurial Interest (Y) variables, demonstrating the accuracy of the instrument.

c. Reliability Test

Table 4. Results of the Reliability Test

Variable	*Croanbach's Alpha*	*Border*	Information
Family Environment	0.861	0.6	Reliable
Social Environment	0.787	0.6	Reliable
Entrepreneurship Interest	0.941	0.6	Reliable

Source: Data processed, 2025

The analysis in Table 4 shows that Cronbach's Alpha values are 0.861 for the Family Environment (X1), 0.779 for the Social Environment (X2), and 0.941 for Entrepreneurial Interest (Y), all exceeding 0.6. This indicates that the instrument is reliable and that the items consistently produce similar responses if repeated.

3.2 Classical Assumption Test

a. Normality Test

Table 5. Results of the Normality Test

		Unstandardized Residual
N		29
Normal Parameters[a,b]	Mean	.0000000
Asymp. Sig. (2-tailed)[c]		.081

a. Test distribution is Normal.
b. Calculated from data.
Source: Data processed, 2025

The results of the data normality test in Table 5 above show a Sig. value based on Asymp. Sig. (2-tailed)[c] of 0.081, indicating that the data in this study are normally distributed, as evidenced by the value of 0.081 being greater than 0.05.

b. Linearity Test

Table 6. Results of the Linearity Test

		Sum of Squares	df	Mean Square	F	Sig.
Entrepreneurship Interest (Y) * Family Environment (X_1)	Deviation from linearity	125.065	12	10.422	1.130	.405
Entrepreneurship Interest (Y) * Social Environment (X_2)	Deviation from linearity	105.376	8	13.172	1.545	.207

Source: Data processed, 2025

The results of the linearity test in Table 6 indicate that the Sig. values for deviation from linearity are 0.405 for the Family Environment (X1) and 0.207 for the Social Environment (X2). Since both values are greater than 0.05, it can be concluded that the data for both variables exhibit linearity.

c. Heteroscedasticity Test

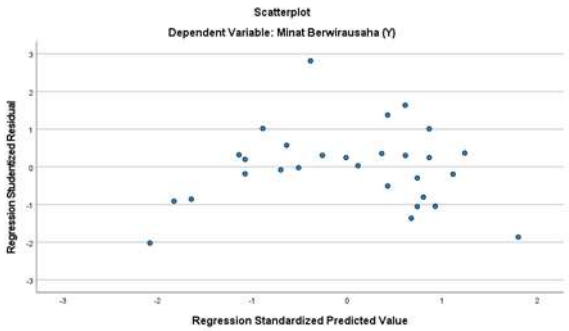

Figure 1. Results of the Heteroscedasticity Test
Source: Data processed, 2025

Based on the results of the heteroscedasticity test in Figure 1 above, it can be observed that the data points are randomly scattered above and below zero on the Y-axis without forming any specific pattern. Therefore, it can be concluded that this study's model does not exhibit heteroscedasticity symptoms.

d. Multicollinearity Test

Table 7. Results of the Multicollinearity Test

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	.177	2.760		.064	.949		
	Family Environment (X_1)	.574	.178	.471	3.231	.003	.446	2.245
	Social Environment (X_2)	.856	.272	.459	3.147	.004	.446	2.245

a. Dependent Variable: Entrepreneurship Interest (Y)
Source: Data processed, 2025

Based on the results of the multicollinearity test in Table 7 above, it shows that the Tolerance value is 0.446, which is greater than 0.10, and the VIF value is 2.245, which is less than 10. Therefore, it can be concluded that this study does not exhibit multicollinearity symptoms.

e. Autocorrelation Test

Table 8. Results of the Autocorrelation Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.868[a]	.754	.735	2.709	2.193

a. Predictors: (Constant), Social Environment (X_2), Family Environment (X_1)
b. Dependent Variable: Entrepreneurship Interest (Y)

Source: Data processed, 2025

The results of the autocorrelation test in Table 8 show a Durbin-Watson value of 2.193. Based on the Durbin-Watson test criteria, if dU < Durbin-Watson value < 4 - dU, there is no autocorrelation. With two independent variables (k = 2) and a sample size of 29, the critical value dU is 1.5631 and 4 - dU is 2.4369. Since 1.5631 < 2.193 < 2.4369, it can be concluded that there is no autocorrelation in this study.

f. Model Feasibility Test (F-Test)

Table 9. Results of Feasibility Test (F-Test)

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	584.281	2	292.140	39.819	.000[b]
	Residual	190.754	26	7.337		
	Total	775.034	28			

a. Dependent Variable: Entrepreneurship Interest (Y)
b. Predictors: (Constant), Social Environment (X2), Family Environment (X1)
Source: Data processed, 2025

Based on the model feasibility test in Table 9, the Sig. value is 0.000b, which is less than 0.05. This indicates that the Family Environment (X1) and Social Environment (X2) have a significant simultaneous effect on Entrepreneurial Interest (Y). Therefore, the model in this study can be considered feasible.

g. Hypothesis Test (T-Test)

Table 10. Results of Hypothesis Test (T-Test)

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	.177	2.760		.064	.949		
	Family Environment (X_1)	.574	.178	.471	3.231	.003	.446	2.245
	Social Environment (X_2)	.856	.272	.459	3.147	.004	.446	2.245

a. Dependent Variable: Entrepreneurship Interest (Y)
Source: Data processed, 2025

Based on the results of the hypothesis test analysis (t-test) in Table 10 above, the t_{table} value with df = 26 and α = 5% is 2.055, as outlined below: (a) Family Environment (X_1) shows a $t_{calculated}$ value of 3.231 and a Sig. value of 0.003. This indicates that $t_{calculated}$: 3.231 > t_{table}: 2.055, and the Sig. value of 0.003 < 0.05. Therefore, it can be concluded that the Family Environment (X_1) has a significant partial effect on Entrepreneurial Interest (Y), meaning H_0 is rejected and H_1 is accepted. (b) Social Environment (X_2) shows a $t_{calculated}$ value of 3.147 and a Sig. value of 0.004. This indicates that $t_{calculated}$: 3.147 > t_{table}: 2.055, and the Sig. value of 0.004 < 0.05. Therefore, it can be concluded that the Social Environment (X_2) has a significant partial effect on Entrepreneurial Interest (Y), meaning H_0 is rejected and H_1 is accepted.

h. Coefficient of Determination (R^2)

Table 11. Coefficient of Determination (R^2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.868[a]	.754	.735	2.709	2.193

a. Predictors: (Constant), Social Environment (X_2), Family Environment (X_1)
b. Dependent Variable: Entrepreneurship Interest (Y)
Source: Data processed, 2025

Based on the results of the coefficient of determination presented in Table 11, the R^2 value obtained is 0.754. This finding indicates that 75.4% of the variation in students' entrepreneurial interest can be explained by the Family Environment (X_1) and Social

Environment (X_2) variables together (simultaneously). Such a high R^2 value demonstrates the strong explanatory power of the model and suggests that these two factors are highly significant determinants of entrepreneurial interest. In practical terms, this substantial proportion reflects the considerable influence that family and social environments exert on students' motivation and decisions to pursue entrepreneurial activities. The remaining 24.6% of the variation in students' entrepreneurial interest is likely influenced by other factors not included in the current model, such as personal characteristics, educational background, economic environmental conditions, technological, and so forth.

Effective Contribution (EC)

Table 12. Results of Effective Contribution (EC) Calculation

EC	Value	R Square
X1	38.25	0.754
X2	37.13	

Source: Data processed, 2025

Based on the calculation results above, the Effective Contribution (EC) of the Family Environment (X_1) variable to the Entrepreneurial Interest (Y) variable is 38.25%, and the Social Environment (X_2) variable to the Entrepreneurial Interest (Y) variable is 37.13%. It can be concluded that the Family Environment (X_1) variable has a greater contribution to the variability of the dependent variable compared to Social Environment. The family environment often contributes more effectively to the development of an entrepreneurial spirit because it provides the earliest and most consistent influence on students' values, mindset, and access to resources. This differs from the social environment, which offers broader exposure, networks, and opportunities but tends to influence students later and more indirectly.

4. CONCLUSION

Based on the data analysis using SPSS, this study concludes that both the family environment and social environment have a positive and significant influence on the entrepreneurial interest of Agribusiness Management students. The family environment, measured by indicators such as parenting style, family relationships, household atmosphere, economic status, and cultural background, directly influences students' entrepreneurial interest by 38.25%. Similarly, the social environment, reflected in relationships with lecturers and peers, campus atmosphere, and the overall campus environment, has a direct influence of 37.13%. The F-test results show a significant simultaneous effect of both the family and social environments on entrepreneurial interest, with a Sig. value of 0.000b, confirming that both variables together significantly affect entrepreneurial interest. Additionally, the R^2 value of 0.754 indicates that 75.4% of the variation in entrepreneurial interest can be explained by these two factors, while the remaining 24.6% is influenced by other factors not included in the model.

The findings indicate that both the family environment and social environment are significant determinants in shaping students' entrepreneurial attitudes. The family environment serves as a fundamental basis by offering support, providing positive role models, and fostering a conducive atmosphere for the development of creativity. In addition, the social environment, which encompasses interactions with peers, lecturers, and the overall campus atmosphere, contributes to enhancing students' motivation to engage in entrepreneurial activities. Supportive relationships and an academic environment that promotes innovation encourage students to take risks and explore entrepreneurial opportunities. Collectively, a stable family environment and a socially supportive, creatively stimulating campus environment enhance students' confidence and readiness to achieve financial independence through entrepreneurship.

In practical terms, universities can strengthen the family and social environment in supporting students' entrepreneurial interest by fostering peer networks, providing mentoring, establishing business incubators, organizing entrepreneurship seminars, and inviting successful alumni as role models. Local governments can complement these efforts through supportive policies, innovation-focused events, and community-based systems for young entrepreneurs. Together, these initiatives create a conducive environment that encourages agribusiness students to pursue and develop entrepreneurial ventures.

Limitations, This study has some limitations as follows: (a) The small sample size may affect the extent to which the research results can be applied to a larger group. Furthermore, as the sample only 29 the results may not fully reflect the views or experiences of students. (b) By focusing on these two aspects, the research has not fully captured the influence of other factors that may also play an important role in the context being studied.

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