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

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## ABSTRACT (9 PT)

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 key issue faced by many regions in Indonesia, despite a slight decrease in recent years. As of August 2023, the number of unemployed individuals in Indonesia was recorded at 7.86 million, with an Open Unemployment Rate (TPT) of 5.32%. By August 2024, the figure decreased to approximately 7.47 million, with the Open Unemployment Rate (TPT) reaching 4.91% (BPS, 2024). Although there was a decrease in the unemployment rate, the unemployment numbers are still considered relatively high. The persistently high unemployment rate is closely linked to ongoing issues, such as the



insufficient absorption of the workforce, particularly in sectors that have the potential to employ a larger number of workers. This indicates that, despite the overall decline in unemployment, other significant issues, particularly those related to job distribution, remain unresolved.

The Open Unemployment Rate (TPT) in Ngawi Regency as of August 2024 was recorded at 2.40%, showing only a slight decrease compared to the previous year, which stood at 2.41% (BPS Ngawi, 2024). Although a minor reduction has occurred, the existing unemployment rate reflects an imbalance between the high labor force participation and the limited job opportunities available in the market. Of the total labor force, which amounted to 541,370 individuals in August 2024, the majority were employed in the agricultural sector (42.10%), followed by the services sector (37.98%) and the manufacturing sector (19.92%) (BPS Ngawi, 2024).

One of the primary challenges in reducing unemployment is the low skill levels and the mismatch between educational attainment and the evolving demands of the labor market. According to available data, the majority of the working population in Ngawi Regency has only completed education up to the elementary school level, while only 9.59 percent have attained higher education, either through a diploma or university degree (BPS Ngawi, 2024). This disparity is increasingly evident, as unemployment is more prevalent among individuals with lower educational backgrounds, whereas the labor market demands a workforce with higher skills and educational qualifications.

Santrock (2007) states that interest is an individual's attention and emotional involvement with a particular object or activity. Robinson & Judge (2013) define interest as an internal drive that causes individuals to pay more attention to specific objects, which in turn influences their behavior. Zimmerer & Scarborough (2008) argue that entrepreneurial interest is the motivation for someone to start a business and take business risks, shaped by previous experiences and entrepreneurial education relevant to the constantly evolving business world. 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.

According to Atmowijoyo & Rahayu (2024), an entrepreneur is defined as an individual who is actively involved in creating business opportunities through the effective application of entrepreneurial education and proper business management. Kuratko (2005) defines an entrepreneur as an individual who creates and manages new ventures with the aim of achieving profit and fostering innovation. Entrepreneurs possess characteristics that include the willingness to take risks, the ability to identify market opportunities, and resilience in facing challenges. According to (Buchari Alma, 2013), one of the factors that motivates individuals to engage in the business world is a deep commitment or strong interest in the field of business they pursue.

The formation of entrepreneurial interest in its process is influenced by several variables, one of which is the family environment. Bee & Boyd (2016) explain that the family is the first environment that provides the foundation for a child's social and emotional development. Interactions within the family shape values and beliefs that later form the child's attitudes and behaviors. 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. Several previous studies, including those by Romadona & Suryaningsih (2022), Arfah et

al. (2023), and 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. Giddens et al. (2017) state that the social environment is the world where individuals interact with others, such as within families, friendships, workplaces, and communities. This social environment shapes an individual's social identity and influences how they behave and interact with their surroundings. 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, including those by Setyawan & Wibowo (2022), Alisyahbana et al. (2023), and Rana et al. (2024), have stated that the social environment has an impact on entrepreneurial interest.

In light of the phenomenon and previous research findings, the researcher intends to conduct a study at PSDKU Campus 5 Ngawi, which is the first public university in Ngawi Regency. As the first public university in this region, it plays a strategic role in shaping a young generation that is ready to face the challenges of the labor market. The researcher aims to examine the influence of family and social environments on the entrepreneurial interest of students, specifically in the Agribusiness Management program. The focus of this research is to explore the extent to which these two factors impact students' entrepreneurial interest, considering that both the family and social environments play crucial roles in shaping an individual's attitude, interest, and motivation, including in entrepreneurship. By selecting this university as the research location, the researcher hopes to gain a more comprehensive understanding of the factors influencing entrepreneurial interest among students at the first public university in Ngawi.

Based on the background provided, the objective of this study is to analyze the influence of family and social environments on the entrepreneurial interest of Agribusiness Management students.

## Literature Review

### a. 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.

Douglas (2021) states that entrepreneurial interest is an individual's self-confidence to start a new business and consciously plan to do so in the future.

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

### b. Family Environment

According to Bronfenbrenner (2015), the family environment plays a fundamental role in the developmental ecological system, exerting a direct influence on the formation of character and individual development.

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:

- Parenting style
- Relationships among family members
- Household atmosphere
- Family economic status
- Cultural background

c. Social Environment

Effendy (2003) states that the social environment encompasses all social elements that influence how individuals behave and interact, such as values, norms, culture, and social structures.

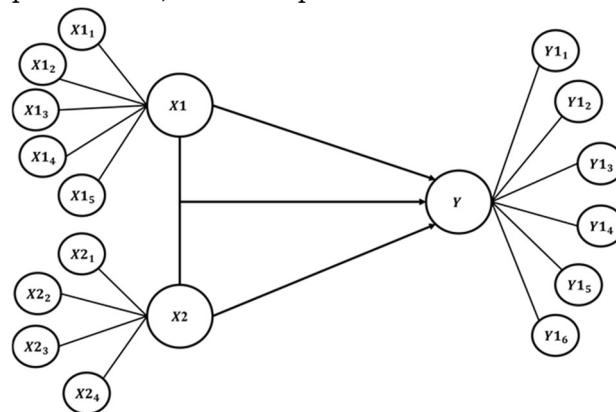
The social environment is a domain where various types of social interactions occur between groups, along with their associated rules, involving symbols, values, and norms that have become firmly established, and is related to both the natural and built environments, such as spatial planning (Purba, 2002).

Based on research conducted by Nainggolan & Harny (2020) and S. R. Putri et al. (2024), this study uses four indicators to measure the social environment variable ( $X_2$ ), which are as follows:

- Student-teacher relationships
- Student relationships with other students
- University
- Campus atmosphere

d. Conceptual Framework

Based on the description above, the conceptual framework for this study is as follows:



## 2. RESEARCH METHOD

### 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. According to Arikunto (2010), the population is defined as the entire set of subjects that

35 have characteristics in line with the focus of the research. 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.

## Identification and Definition of Operational Variables

### Identification of Research Variables

10 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.

- 8
- 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 ( $X_2$ ).
  - 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 ( $Y$ ).

### 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:

- Strongly Agree (SA) is given a score of 5
- Agree (A) is given a score of 4
- Neutral (N) is given a score of 3
- Disagree (D) is given a score of 2
- Strongly Disagree (SD) is given a score of 1

### Data Analysis Method

62 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.

## Research Instrument Testing

### Validity Test

Harsojuwono & Arnata (2020) state that a question is considered significant if the calculated product-moment correlation coefficient ( $r_{\text{calculated}}$ ) is greater than the product-moment correlation coefficient value in the table ( $r_{\text{table}}$ ).

### Reliability Test

54 Harsojuwono & Arnata (2020) explain that the reliability of a measuring instrument is the consistency or stability of the instrument in measuring what it is intended to measure. In other words, whenever the instrument is used, it will provide consistent results.

#### Classical Assumption Test

##### 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).

##### Linearity Test

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

##### 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.

##### Multicollinearity Test

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

##### 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).

##### 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.

##### Hypothesis Test (T-Test)

39 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%).

##### Coefficient of Determination ( $R^2$ )

According to Ghozali (2017), Monalisa (2019), and Greissela A. et al. (2023), 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.

#### 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:

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

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:

$$Y = a + b_1X_1 + b_2X_2$$

Effective Contribution (EC) and Relative Contribution (RC)

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.  $R^2$  represents the proportion of variation in the data that can be explained by the regression model as a whole. Relative Contribution (RC) measures the relative influence of each independent variable on the variation in the dependent variable. The RC value is calculated based on the comparison of each variable's contribution to the total contribution explained by the model. The calculations for EC and RC are based on the research conducted by Kusumawati et al. (2024) and Chomariyah et al. (2024), using the following formula:

a. Effective Contribution (EC):

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

b. Relative Contribution (RC):

$$SR(X) \% = \frac{SE(X) \%}{R^2}$$

### 3. RESULTS AND DISCUSSIONS

#### Research Instrument Testing

##### Validity Test

Harsojuwono & Arnata (2020) state that if the product moment correlation coefficient for a given question is such that  $r_{calculated} > r_{table}$ , then the question is considered significant. The validity test analysis, with a sample size of  $N = 29$  respondents, gives  $df = (N-2) = 27$ , and  $\alpha = 5\%$ , using a  $r_{table}$  value of 0.367.

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

Source: Data processed, 2025

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

Source: Data processed, 2025

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 Table 1, the results of the validity test for the family environment show that  $r_{calculated} > r_{table}$ , indicating that the statements in the instrument are valid and can be used to measure the Family Environment ( $X_1$ ) variable. This validity test is also related to the accuracy of the instrument.

Based on Table 2, the results of the validity test for the social environment show that  $r_{calculated} > r_{table}$ , indicating that the statements in the instrument are valid and can be used to measure the Social Environment ( $X_2$ ) variable. This validity test is also related to the accuracy of the instrument.

Based on Table 3, the results of the validity test for entrepreneurial interest show that  $r_{calculated} > r_{table}$ , indicating that the statements in the instrument are valid and can be used to measure the Entrepreneurial Interest ( $Y$ ) variable. This validity test is also related to the accuracy of the instrument.

#### Reliability Test

Sugiyono (2019) explains that to measure the reliability of an instrument in this study, Cronbach's Alpha coefficient can be used, which is calculated using the SPSS program. The interpretation of alpha or  $r_{calculated}$  is as follows:

- 0.8 – 1.0 = Good reliability
- 0.6 – 0.799 = Acceptable reliability
- < 0.6 = Poor reliability

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
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Source: Data processed, 2025

The analysis results in Table 4 show that Cronbach's Alpha for the Family Environment ( $X_1$ ) variable is 0.861, for the Social Environment ( $X_2$ ) variable is 0.779, and for the Entrepreneurial Interest (Y) variable is 0.941, all of which are greater than 0.6, indicating that the statements within the instrument are reliable. This suggests that each item produces consistent data, meaning that if the questions are asked again, the responses will be relatively the same as the previous answers. The reliability indicates that this research instrument is trustworthy and consistent. Reliability also reflects the stability/continuity of the measurement results.

#### Classical Assumption Test

##### Normality Test

Siregar (2017:153) explains that the Kolmogorov-Smirnov test functions by comparing the cumulative frequency of the theoretical distribution with the cumulative frequency of the empirical (observed) distribution. This test aims to examine the alignment between the observed data distribution and a specific theoretical distribution, such as the uniform, normal, or Poisson distribution. In this study, the normality test procedure was conducted using the Kolmogorov-Smirnov test, in accordance with the guidelines outlined by Monalisa (2019), Greissela A. et al. (2023), and A. C. Putri & Suhartono (2023):

- If (Sig.) > 0.05, the data is normally distributed
- If (Sig.) < 0.05, the data is not normally distributed

Table 5. Results of the Normality Test

		Unstandardized Residual
N		29
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	2.61010293
Most Extreme Differences	Absolute	.153
	Positive	.153
	Negative	-.079
Test Statistic		.153
Asymp. Sig. (2-tailed) <sup>c</sup>		.081
Monte Carlo Sig. (2-tailed) <sup>d</sup>	Sig.	.079
	99% Confidence interval	
	Lower Bound	.072
	Upper Bound	.086

- Test distribution is Normal.
- 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)<sup>c</sup> 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.

#### Linearity Test

According to Azwar (2015), as cited by Ari Puspitaningrum & Anugerah Izzati (2023), the decision regarding the linearity test is made by examining the significance value (Sig.). If the Sig. value is  $\geq 0.05$ , the relationship between the variables is considered linear. Conversely, if the Sig. value is  $\leq 0.05$ , the relationship is considered non-linear.

Table 6. Results of the Linearity Test

		Sum of Squares	df	Mean Square	F	Sig.
Entrepreneurship Interest (Y) * Family Environment (X <sub>1</sub> )	Deviation from linearity	125.065	12	10.422	1.130	.405
Entrepreneurship Interest (Y) * Social Environment (X <sub>2</sub> )	Deviation from linearity	105.376	8	13.172	1.545	.207

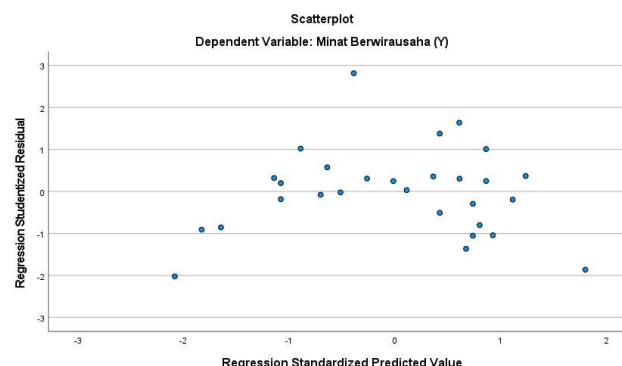
Source: Data processed, 2025

The results of the linearity test in Table 6 above for both variables, based on the Sig. values from the deviation from linearity, show that the Family Environment (X<sub>1</sub>) variable has a value of 0.405 and the Social Environment (X<sub>2</sub>) variable has a value of 0.207. Since both values,  $0.405 > 0.05$  and  $0.207 > 0.05$ , it can be concluded that the data in this study follow a linear distribution.

#### Heteroscedasticity Test

According to Ghozali (2011), one method to detect heteroscedasticity in SPSS is by using a residual scatter plot. If the residual values are above or below zero and the distribution appears randomly scattered without any clear pattern, this indicates that the data do not exhibit heteroscedasticity symptoms.

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.

#### Multicollinearity Test

According to Ghazali (2011), the multicollinearity test aims to determine whether there is a significant relationship between independent variables in the regression model. A good regression model should not exhibit high correlations among its independent variables. Multicollinearity testing can be performed by analyzing the Tolerance value and the Variance Inflation Factor (VIF). The assumptions based on the Tolerance value and VIF are as follows:

- If Tolerance < 0.10 and VIF > 10, multicollinearity symptoms are present.
- If Tolerance > 0.10 and VIF < 10, no multicollinearity symptoms are present.

Table 7. Results of the Multicollinearity Test

Coefficients <sup>a</sup>							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	.177	2.760		.064	.949		
Family Environment (X <sub>1</sub> )	.574	.178	.471	3.231	.003	.446	2.245
Social Environment (X <sub>2</sub> )	.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 8 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.

#### Autocorrelation Test

According to Ghazali (2011), the autocorrelation test is used to examine whether there is a relationship between the disturbance errors at time  $t$  and the errors from the previous period ( $t-1$ ) in a linear regression model. If such a relationship is found, it indicates the presence of a problem known as autocorrelation. In this study, the presence of autocorrelation is tested using the Durbin-Watson (DW-test) method, by checking the Durbin-Watson value in SPSS, which lies between the values of  $dU$  and  $4-dU$ . If the test yields a value of  $dU < DW \text{ Test} < 4 - dU$ , it indicates that there is no evidence of positive or negative autocorrelation.

Table 8. Results of the Autocorrelation Test

Model Summary <sup>b</sup>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.868 <sup>a</sup>	.754	.735	2.709	2.193

Waridad Umais Al Ayyubi, *The Influence of Family Environment and Social Environment on Entrepreneurial Interest Among Agribusiness Management Students*

a. Predictors: (Constant), Social Environment (X<sub>2</sub>), Family Environment (X<sub>1</sub>)

b. Dependent Variable: Entrepreneurship Interest (Y)

Source: Data processed, 2025

The results of the autocorrelation test analysis in Table 9 above show a Durbin-Watson value of 2.193. According to the Durbin-Watson test criteria, if the value of  $dU < \text{Durbin-Watson value} < 4 - dU$ , there is no autocorrelation. For  $k$  (independent variables) = 2 and a sample size ( $N$ ) of 29 respondents, the value of  $dU$  is 1.5631, and the value of  $4 - dU$  is 2.4369. This indicates that the value of  $dU = 1.5631 < \text{Durbin-Watson value} = 2.193 < 4 - dU = 2.4369$ , thus confirming that there is no autocorrelation in this study, as the condition  $dU < \text{Durbin-Watson value} < 4 - dU$  is satisfied.

#### 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 influence a single dependent variable. The F-test criteria based on probability technique (Sig.) are as follows:

a.  $H_0$  = No significant simultaneous (joint) effect of  $X_1$  and  $X_2$  on  $Y$

b.  $H_1$  = A significant simultaneous (joint) effect of  $X_1$  and  $X_2$  on  $Y$

The decision rule is based on the probability/significance level ( $\alpha = 5\%$ ):

a. If the probability (Sig.)  $> \alpha$ , then  $H_0$  is accepted, and  $H_1$  is rejected

b. If the probability (Sig.)  $< \alpha$ , then  $H_0$  is rejected, and  $H_1$  is accepted

In other words, if the value of (Sig.)  $< \alpha$ , it indicates a significant simultaneous (joint) effect of  $X_1$  and  $X_2$  on  $Y$ .

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

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

a. Dependent Variable: Entrepreneurship Interest (Y)

b. Predictors: (Constant), Social Environment (X<sub>2</sub>), Family Environment (X<sub>1</sub>)

Source: Data processed, 2025

Based on the results of the model feasibility test in Table 11 above, the Sig. value is 0.000<sup>b</sup>. Since the value of Sig. 0.000<sup>b</sup> is less than 0.05,  $H_0$  is rejected, and  $H_1$  is accepted. This indicates that there is a significant simultaneous (joint) effect of the Family Environment (X<sub>1</sub>) and Social Environment (X<sub>2</sub>) on Entrepreneurial Interest (Y). Based on the results above, it can be concluded that the model in this study is categorized as a feasible research model.

#### Hypothesis Test (T-Test)

Siregar (2017:410, 441) states that the purpose of conducting partial significance testing (t-test) for two independent variables against a dependent variable is to measure

separately the impact of each independent variable on the dependent variable. The criteria for the t-test using  $\alpha = 5\%$  are as follows:

Hypothesis Criteria:

- $H_0$  = There is no significant partial effect between the independent variables  $X_1$  or  $X_2$  and the dependent variable Y.
- $H_1$  = There is a significant partial effect between the independent variables  $X_1$  or  $X_2$  and the dependent variable Y.

Testing Rule:

- Compare  $t_{\text{calculated}} > t_{\text{table}}$ 
  - If  $t_{\text{calculated}} > t_{\text{table}}$ , then  $H_0$  is rejected, indicating a significant partial effect of the independent variables ( $X_1$  or  $X_2$ ) on the dependent variable (Y).
  - If  $t_{\text{calculated}} < t_{\text{table}}$ , then  $H_0$  is accepted, indicating no significant partial effect of the independent variables ( $X_1$  or  $X_2$ ) on the dependent variable (Y).
- Probability Technique:
  - If  $(\text{Sig.}) \leq \alpha$ , then  $H_0$  is rejected, indicating a significant partial effect of  $X_1$  or  $X_2$  on the dependent variable (Y).
  - If  $(\text{Sig.}) > \alpha$ , then  $H_0$  is accepted, indicating no significant partial effect of  $X_1$  or  $X_2$  on the dependent variable (Y).

Hypothesis Testing for the Family Environment Variable ( $X_1$ ):

If  $t_{\text{calculated}} > t_{\text{table}}$  and  $(\text{Sig.}) \leq \alpha$ , it can be interpreted that the Family Environment ( $X_1$ ) variable has a significant partial effect on Entrepreneurial Interest (Y), meaning  $H_0$  is rejected and  $H_1$  is accepted. Conversely, if  $t_{\text{calculated}} < t_{\text{table}}$  and  $(\text{Sig.}) > \alpha$ , it can be interpreted that the Family Environment ( $X_1$ ) variable does not have a significant partial effect on Entrepreneurial Interest (Y), meaning  $H_0$  is accepted and  $H_1$  is rejected.

Hypothesis Testing for the Social Environment Variable ( $X_2$ ):

If  $t_{\text{calculated}} > t_{\text{table}}$  and  $(\text{Sig.}) \leq \alpha$ , it can be interpreted that the Social Environment ( $X_2$ ) variable has a significant partial effect on Entrepreneurial Interest (Y), meaning  $H_0$  is rejected and  $H_1$  is accepted. Conversely, if  $t_{\text{calculated}} < t_{\text{table}}$  and  $(\text{Sig.}) > \alpha$ , it can be interpreted that the Social Environment ( $X_2$ ) variable does not have a significant partial effect on Entrepreneurial Interest (Y), meaning  $H_0$  is accepted and  $H_1$  is rejected.

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

Coefficients <sup>a</sup>							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			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 <sub>2</sub> )	.856	.272	.459	3.147	.004	.446	2.245
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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  $\alpha = 5\%$  is 2.055, as outlined below:

- Family Environment (X<sub>1</sub>) 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<sub>1</sub>) has a significant partial effect on Entrepreneurial Interest (Y), meaning  $H_0$  is rejected and  $H_1$  is accepted.
- Social Environment (X<sub>2</sub>) 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<sub>2</sub>) has a significant partial effect on Entrepreneurial Interest (Y), meaning  $H_0$  is rejected and  $H_1$  is accepted.

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

Monalisa (2019) and Sehanguaung et al. (2023) state that the coefficient of determination (R<sup>2</sup>) is used to measure the extent to which the model can explain the variation in the dependent variable as a result of the independent variables. The value of R<sup>2</sup> lies between 0 and 1, or ( $0 < R^2 < 1$ ).

Table 11. Coefficient of Determination (R<sup>2</sup>)

Model Summary <sup>b</sup>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.868 <sup>a</sup>	.754	.735	2.709	2.193

a. Predictors: (Constant), Social Environment (X<sub>2</sub>), Family Environment (X<sub>1</sub>)

b. Dependent Variable: Entrepreneurship Interest (Y)

Source: Data processed, 2025

Based on the results of the coefficient of determination in Table 11 above, the R<sup>2</sup> value is 0.754, indicating that 75.4% of the variation in the Entrepreneurial Interest (Y) variable can be explained by the Family Environment (X<sub>1</sub>) and Social Environment (X<sub>2</sub>) variables together (simultaneously). The remaining 24.6% is explained by other factors outside the analysis model in this study.

#### Effective Contribution (EC) and Relative Contribution (RC)

The calculation of Effective Contribution (EC) and Relative Contribution (RC) is based on research conducted by Kusumawati et al. (2024) and Chomariyah et al. (2024) as follows:

Table 12. Results of Effective Contribution (EC) Calculation

EC	Value	R Square
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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 ( $X_2$ ), with contributions of 38.25% for  $X_1$  and 37.13% for  $X_2$ , respectively.

Table 13. Results of Relative Contribution (RC) Calculation

SR	Nilai	Total
X1	50.74	100
X2	49.26	

Source: Data processed, 2025

The Relative Contribution (RC) for the Family Environment ( $X_1$ ) variable is 50.74%, and for the Social Environment ( $X_2$ ) variable, it is 49.26%. This indicates that the Family Environment ( $X_1$ ) variable has a more dominant, albeit not large, contribution to the total variation in the dependent variable, with 50.74% of the total variation explained by this regression model coming from the Family Environment ( $X_1$ ), and the remaining 49.26% coming from the Social Environment ( $X_2$ ).

#### 4. CONCLUSION

Based on the data analysis and testing regarding the influence of the family environment and social environment on the entrepreneurial interest of agribusiness management students, conducted using SPSS, the following conclusions can be drawn. First, based on the analysis conducted in this study, it can be concluded that the family environment has a positive and significant effect on the entrepreneurial interest of Agribusiness Management students. The data obtained show that the family environment variable, with indicators such as parenting style, relationships among family members, household atmosphere, family economic status, and cultural background, has a strong impact in shaping students' entrepreneurial interest. The hypothesis test results indicate that the family environment significantly contributes to motivating students to develop entrepreneurial interest, with a direct influence of 38.25%. Second, based on the analysis conducted in this study, it can be concluded that the social environment has a positive and significant effect on the entrepreneurial interest of Agribusiness Management students. The data show that the social environment variable, with indicators such as student relationships with lecturers, relationships with peers, campus atmosphere, and campus environment, strongly influences students' entrepreneurial interest. The hypothesis test results indicate that the social environment contributes significantly to motivating students to develop entrepreneurial interest, with a direct influence of 37.13%. Lastly, the results of the analysis in this study show that both the family environment and social environment have a significant simultaneous effect on the entrepreneurial interest of agribusiness management students. According to the F-test results, the Sig. value of



0.000<sup>b</sup> indicates that  $H_0$  is rejected and  $H_1$  is accepted, suggesting a significant simultaneous influence of the Family Environment ( $X_1$ ) and Social Environment ( $X_2$ ) on Entrepreneurial Interest (Y). Furthermore, the  $R^2$  value of 0.754 indicates that 75.4% of the variation in the Entrepreneurial Interest (Y) variable can be explained by the Family Environment ( $X_1$ ) and Social Environment ( $X_2$ ) together (simultaneously). The remaining 24.6% is explained by other factors outside the model used in this study.

This demonstrates that both the family environment and social environment play a significant role in shaping students' entrepreneurial attitudes. The family environment, as a fundamental factor in a student's early life, provides a strong foundation through support, positive role models, and a conducive atmosphere for developing creative ideas. On the other hand, the social environment, which includes interactions with peers, lecturers, and the campus atmosphere, also contributes to strengthening students' motivation to pursue entrepreneurship. Supportive relationships and an open campus atmosphere to innovation encourage students to take risks and explore business opportunities. The combination of an emotionally and economically stable family environment, along with a socially supportive and creatively stimulating campus environment, strengthens students' confidence in becoming financially independent through entrepreneurship.

Thus, this study shows that both the family environment and social environment have a significant impact on shaping students' entrepreneurial interest, which can ultimately encourage them to start and manage businesses in the future.

#### Limitations

This study has some limitations as follows:

- a. The sample size used in this study consisted of only 29 respondents from the Agribusiness Management program. 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. This study only focused on two independent variables: the family environment and the social environment. 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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