
**THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION AND BUSINESS
INCUBATION ON ENTREPRENEURIAL INTEREST WITH FAMILY
ENVIRONMENT AS A MEDIATING VARIABLE AMONG HIGH SCHOOL
STUDENTS IN CENTRAL JAKARTA REGION II**

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Abstract

Entrepreneurship plays a crucial role in fostering innovation, reducing unemployment, and strengthening national economic resilience. In Indonesia, the integration of entrepreneurship education with school-based business incubation programs has become increasingly important, particularly in addressing the high unemployment rate among high school graduates. This study examines the influence of Entrepreneurship Education (X1) and Business Incubation (X2) on Entrepreneurial Interest (Y), with Family Environment (Z) functioning as a mediating variable among private high school students in Central Jakarta Region II. Using a quantitative survey method, data were collected from 371 students selected through simple random sampling from a population of 4,940 students participating in entrepreneurship programs and school incubators. Structural Equation Modeling (SEM) was applied to test the measurement and structural models, including direct, indirect, and mediation effects. The results show that both entrepreneurship education and business incubation have significant positive effects on students' entrepreneurial interest. Entrepreneurship education enhances students' knowledge, skills, and confidence, while incubation programs strengthen practical experience through mentoring, project-based activities, and exposure to real business environments. The family environment also demonstrates a significant mediating effect by reinforcing students' entrepreneurial motivation through emotional support, role modeling, and encouragement. These findings align with major theoretical frameworks, including the Theory of Planned Behavior, Social Learning Theory, and Entrepreneurial Learning Theory, which emphasize the interplay of education, experience, and social context in shaping entrepreneurial intentions. Overall, the study highlights the importance of strengthening school-based incubation and fostering family involvement to develop competitive young entrepreneurs capable of contributing to economic development.

Keywords: Entrepreneurship Education, Business Incubation, Entrepreneurial Interest, Family Environment, High School Students

INTRODUCTION

Entrepreneurship plays a key role in stimulating innovation, reducing unemployment, and strengthening national economic resilience. Recent studies emphasize that business incubators significantly enhance entrepreneurial competence by providing structured mentoring, access to networks, and practical learning opportunities (Pratono, 2019; Guerrero et al., 2020). In Indonesia, the integration of entrepreneurship education with school-based incubation programs has become increasingly important due to the rising number of unemployed high school graduates. Such programs are essential for developing students' entrepreneurial awareness and readiness, especially during adolescence when interest exploration is at its peak. The combination of theory and hands-on incubation activities is shown to significantly influence entrepreneurial intentions among students (Nowiński et al., 2019).

Although the number of entrepreneurs in Indonesia has reached 51.55 million people, challenges remain regarding entrepreneurial quality, particularly the dominance of small-scale and informal businesses. Recent data indicate that most entrepreneurs operate individually with limited access to capital, technology, and broader markets (BPS, 2024). This situation highlights the need for stronger entrepreneurship education and incubation models to cultivate competitive young entrepreneurs capable of contributing to sustainable economic development. Studies confirm that practical entrepreneurship programs improve entrepreneurial performance, creativity, and innovation, which are key factors for business growth in developing countries (Santoso & Riyanti, 2021; Rosmiati et al., 2020).

The entrepreneurship ecosystem in Jakarta, particularly Central Jakarta, shows potential for expansion, supported by more than 59,000 micro and small enterprises (BPS DKI, 2024). However, unemployment among high school graduates remains high, reaching 8.35%, signifying weak absorption in the labor market. This condition strengthens the need to promote entrepreneurship as an alternative career path for young graduates. Empirical evidence shows that entrepreneurship education, supported by incubation and family encouragement, significantly affects entrepreneurial intention and self-efficacy (Handayati et al., 2020; Susanti et al., 2023). With proper entrepreneurial skills and incubator access, students can shift from job seekers to job creators.

In recent years, the open unemployment rate in Jakarta has gradually declined, partly driven by the increasing participation of youth in entrepreneurship activities. Research highlights that entrepreneurship education positively influences entrepreneurial readiness and helps reduce unemployment among young adults (Eka Tiondang et al., 2023). However, challenges persist, especially for SMA and SMK graduates who still record relatively high unemployment rates compared to higher education graduates. Strengthening entrepreneurship education through project-based learning, experiential activities, and collaboration with business sectors is crucial to build entrepreneurial competence among students (Wibowo & Saptono, 2020; Nabi et al., 2019). Therefore, an effective strategy is needed to enhance business incubation programs in schools to foster sustainable entrepreneurial interest in Central Jakarta Region II.

REVIEW OF LITERATURE

Theory of Planned Behavior

The research integrates several theoretical lenses to build a comprehensive conceptual framework. First, the Theory of Planned Behavior (TPB) serves as the primary foundation for explaining the dependent variable: entrepreneurial intention. TPB posits that intention is formed through three antecedents: attitudes, subjective norms, and perceived behavioral control. This framework is crucial for understanding how the family environment mediates the effectiveness of entrepreneurship education and business incubation programs. Recent studies show that entrepreneurial attitudes are strongly shaped by experiential learning, while subjective norms particularly parental expectations significantly influence students' willingness to pursue entrepreneurship as a career (García-Rodríguez et al., 2019; Nguyen, 2020).

To understand how these TPB antecedents are practically developed, this study incorporates Social Learning Theory. This theory emphasizes that students develop entrepreneurial skills through observation, modeling, and reinforcement, which is highly applicable in education and incubation settings. Exposure to role models such as teachers, mentors, or entrepreneurial family members significantly increases students' self-efficacy and motivation (Boubker et al., 2021). This social learning process is further deepened by Entrepreneurial Learning Theory, which argues that entrepreneurial capability develops through the interaction between theoretical knowledge and real-world experience. Project-based programs and internships prove more effective in building confidence and opportunity recognition skills than classroom theory alone (Zainuddin et al., 2020; Souitaris et al., 2019).

Social Learning Theory

Social Learning Theory emphasizes that students develop entrepreneurial skills through observation, modeling, and reinforcement, making it applicable to entrepreneurship education and incubation settings. Recent research highlights that exposure to entrepreneurial role models teachers, mentors, or entrepreneurial family members significantly increases students' entrepreneurial self efficacy and motivation (Boubker et al., 2021). Reinforcement through social recognition or small business successes strengthens persistence toward entrepreneurial behavior, while school-based entrepreneurial communities provide social support that enhances learning outcomes (Nowiński et al., 2019). This theory underscores that combining family engagement with structured entrepreneurial experiences provides powerful stimuli that shape students' entrepreneurial intentions.

Entrepreneurial Learning Theory

Entrepreneurial Learning Theory argues that entrepreneurial capability is developed through the interaction between theoretical knowledge and real world experience, making experiential learning essential in entrepreneurship education. Recent studies find that project-based entrepreneurship programs, school based mini businesses, and internships significantly enhance students' opportunity recognition skills and risk-handling ability (Zainuddin et al.,

2020). Experiential exposure builds confidence and strengthens entrepreneurial intention more effectively than classroom theory alone (Souitaris et al., 2019). Thus, integrating experiential components into business incubators and entrepreneurship curricula is crucial for cultivating students' entrepreneurial mindset and long-term career interest in business creation.

Family Embeddedness Perspective

As the pivotal element connecting these variables, the Family Embeddedness Perspective is applied to explain the role of the family environment as a mediating variable. This perspective emphasizes that family dynamics shape entrepreneurial intentions through emotional support and financial assistance. Students from supportive families demonstrate higher aspirations and resilience in business decision-making (Karimi, 2020). A family culture that values entrepreneurship strengthens students' absorption of education and incubator experiences (Santoso & Pramono, 2021).

Business Incubation

Business incubation refers to structured support systems that help early-stage entrepreneurs through mentorship, funding access, training, and workspace provision. Recent studies show that incubators significantly improve entrepreneurial readiness by strengthening human capital and providing access to business networks (Hausberg & Korreck, 2020). Effective incubation depends on managerial capability, stakeholder involvement, and ecosystem support, which enhance business survival and post-incubation growth (Hu et al., 2023). Incubators that combine technical training, mentoring, and network facilitation create conducive environments for students to learn from real entrepreneurial practices, thereby fostering stronger entrepreneurial intentions.

The practical implementation of such experiential learning is manifested through Business Incubation. Business incubation refers to structured support systems that help early-stage entrepreneurs through mentorship, funding access, and training. Incubators significantly improve entrepreneurial readiness by strengthening human capital and providing access to business networks (Hausberg & Korreck, 2020). By combining technical training and network facilitation, incubators create conducive environments for students to learn from real practices, thereby fostering stronger entrepreneurial intentions (Hu et al., 2023).

In synthesis, these five theoretical frameworks form an integrated model: entrepreneurship education and business incubation act as external stimuli that shape students' perceptions (TPB), where the effectiveness of this process is heavily mediated by the family environment (Family Embeddedness) as the primary filter and amplifier for developing strong entrepreneurial intentions.

RESEARCH METHOD

The research employs a quantitative survey method to analyze the influence of Business Incubation Implementation and Entrepreneurship Education on Entrepreneurial Interest, with Family Factors as a mediating variable and Socio Demographic Factors as a moderating variable among private high school students in Central Jakarta II. The survey approach is used to collect primary data from a representative sample, allowing the researcher to identify causal relationships among the variables. Descriptive analysis is also applied to provide a comprehensive overview of the observed phenomena and to support the examination of mediation and moderation effects. Business incubation is conceptualized as structured entrepreneurial guidance, while entrepreneurship education reflects formal and informal learning designed to cultivate entrepreneurial skills and attitudes. Family support is considered as a mediating factor shaping students' entrepreneurial tendencies, and socio demographic characteristics such as age, gender, and socioeconomic background are assessed to determine their moderating role.

This study also adopts a quantitative design with descriptive and causal components to objectively measure variables and test hypotheses through statistical analyses. The population consists of 4,940 students enrolled in private high schools within Central Jakarta II who have participated in entrepreneurship education and business incubation programs. Based on Slovin's formula with a 5% margin of error, a total sample of 371 students was selected using simple random sampling, ensuring equal probability for each student to participate. The proportional distribution of samples across schools ensures representativeness, allowing the findings to be generalized accurately. By systematically defining the population, sampling, and variables, the study aims to provide reliable insights into how business incubation and entrepreneurship education shape entrepreneurial interest, as well as how family and socio-demographic factors mediate and moderate these relationships.

RESULTS AND DISCUSSION

Structural Equation Modeling (SEM)

This study employs Structural Equation Modeling (SEM) to examine the causal relationships among latent variables within an integrated model. SEM is selected because it can simultaneously assess measurement indicators and structural relationships, offering advantages over standard regression techniques. Through SEM, both direct and indirect effects can be tested while evaluating the overall model fit to ensure alignment between the theoretical framework and empirical data. The primary purpose of using SEM in this research is to analyze the influence of Business Incubation (X1), Entrepreneurship Education (X2), and Family Environment (Me) on Entrepreneurial Interest (Y) among private high school students in Central Jakarta II. This method allows the researcher to confirm whether the proposed conceptual model is empirically supported and to quantify the magnitude of each effect.

The SEM procedure includes several key stages. First, the measurement model is tested using Confirmatory Factor Analysis (CFA) to ensure that indicators validly and reliably represent their respective latent constructs. Second, the structural model is assessed to evaluate the hypothesized causal pathways. Model fit is examined using goodness-of-fit indices, including Chi-square, RMSEA, CFI, TLI, GFI, and AGFI. Parameter estimation is

then conducted to determine path coefficients and significance levels, enabling the analysis of direct, indirect, and total effects. SEM also allows for mediation testing, specifically assessing the mediating role of the Family Environment between Business Incubation, Entrepreneurship Education, and Entrepreneurial Interest. The statistical output, including model fit and path estimates, is subsequently interpreted to answer the research hypotheses.

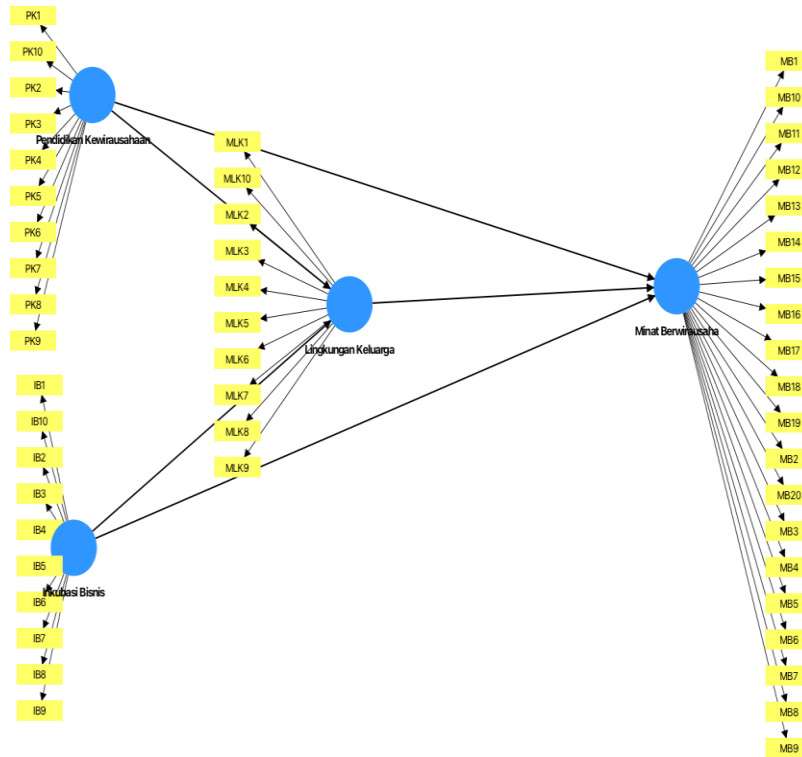


Figure 1.
Outer Loading SEM

Measurement Model Testing (Outer Model Analysis)

The outer model evaluation aims to assess the validity and reliability of indicators used to measure Entrepreneurship Education, Business Incubation, Family Environment, and Entrepreneurial Interest. Following Hair et al. (2020), the analysis considers convergent validity, discriminant validity, and internal consistency reliability. Convergent validity is assessed through outer loadings and Average Variance Extracted (AVE), while reliability is evaluated using Cronbach's Alpha and Composite Reliability (CR). Discriminant validity is examined through cross-loading analysis, Fornell-Larcker criteria, and the HTMT ratio. Overall, the measurement model ensures that indicators accurately represent their constructs and do not overlap with others.

In this study, Entrepreneurship Education indicators reflect students' understanding, skills, and attitudes shaped through school-based learning. Business Incubation indicators measure mentoring, training, and school-provided entrepreneurial support. Family Environment indicators represent emotional, motivational, and behavioral support that influences entrepreneurial tendencies. Meanwhile, Entrepreneurial Interest indicators capture

students' desire, plans, and confidence to pursue entrepreneurship. All constructs are tested to confirm that they provide reliable and valid measurements before structural analysis is conducted.

Convergent Validity and Internal Consistency Reliability

Convergent validity assesses the extent to which indicators of a construct are positively correlated. Outer loadings ≥ 0.70 and AVE ≥ 0.50 indicate acceptable validity. Reliability is evaluated using Cronbach's Alpha and Composite Reliability, with thresholds ≥ 0.70 . The indicators across all four variables meet these criteria, demonstrating that the questionnaire items effectively represent each latent construct and exhibit strong consistency.

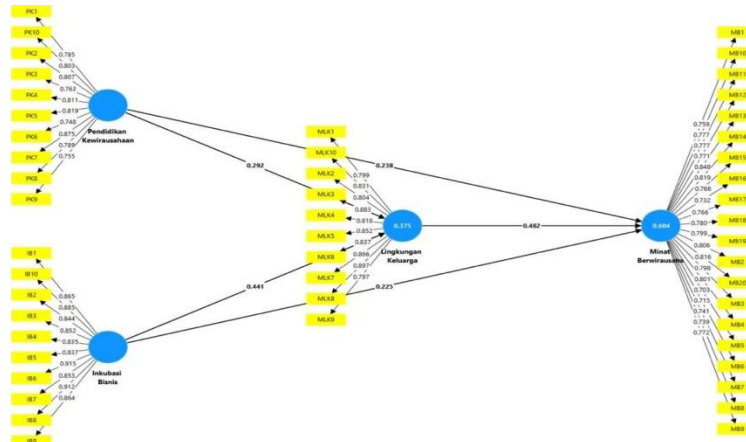


Figure 2.
Outer Loading Results
 Source: SmartPLS Output, 2025

Table 1.
Convergent Validity Test Results

	Business Incubation	Family Environment	Entrepreneurial Interest	Entrepreneurship Education
IB1	0,865			
IB10	0,885			
IB2	0,844			
IB3	0,852			
IB4	0,835			
IB5	0,837			
IB6	0,915			
IB7	0,853			
IB8	0,912			

IB9	0,864
MB1	0,759
MB10	0,777
MB11	0,777
MB12	0,771
MB13	0,848
MB14	0,819

Based on the table, all indicators have outer loading values above 0.70, confirming that they are valid for further analysis.

Discriminant Validity

Discriminant validity is tested by comparing the square root of AVE with the correlations between constructs. A construct has good discriminant validity when the \sqrt{AVE} is higher than its correlations with other constructs. The Fornell-Larcker results confirm that each construct meets this requirement. Cross-loading results further support that each indicator loads highest on its intended construct.

Table 2.
Discriminant Validity Test (Fornell-Larcker Criterion)

	Business Incubation	Family Environment	Entrepreneurial Interest	Entrepreneurship Education
Business Incubation	0,867			
Family Environment	0,550	0,839		
Entrepreneurial Interest	0,579	0,714	0,775	
Entrepreneurship Education	0,373	0,456	0,542	0,796

Table 3.
Cross-Loading Results

	Business Incubation	Entrepreneurial Interest	Family Environment	Entrepreneurship Education
IB1	0,865	0,444	0,439	0,322
IB10	0,885	0,564	0,509	0,332

IB2	0,844	0,422	0,393	0,246
IB3	0,852	0,481	0,458	0,182
IB4	0,835	0,468	0,378	0,371
IB5	0,837	0,475	0,437	0,275
IB6	0,915	0,563	0,539	0,369
IB7	0,853	0,506	0,497	0,369
IB8	0,912	0,527	0,543	0,300
IB9	0,864	0,532	0,525	0,441
MB1	0,568	0,759	0,592	0,565
MB10	0,321	0,777	0,516	0,391
MB11	0,405	0,777	0,549	0,441
MB12	0,381	0,771	0,515	0,430
MB13	0,517	0,848	0,672	0,480
MB14	0,566	0,819	0,629	0,502
MB15	0,395	0,766	0,516	0,360
MB16	0,334	0,732	0,517	0,295
MB17	0,518	0,766	0,553	0,305
MB18	0,458	0,780	0,493	0,388
MB19	0,442	0,799	0,588	0,452
MB2	0,482	0,806	0,572	0,461
MB20	0,553	0,816	0,637	0,556
MB3	0,478	0,798	0,529	0,410
MB4	0,484	0,801	0,588	0,502
MB5	0,365	0,703	0,519	0,318
MB6	0,350	0,715	0,549	0,327

Entrepreneurship Education Variable

The findings indicate that entrepreneurship education in Private Senior High Schools in Central Jakarta Region II is already functioning effectively, as reflected by an average score above 84%, categorized as very high. Indicators such as entrepreneurial awareness (84.25%), education for start-up (84.16%), dynamic education (85.24%), and continuing

education (86.14%) show that students have developed strong awareness, knowledge, and motivation related to entrepreneurship. These results suggest that students not only understand basic entrepreneurial concepts theoretically but also recognize the relevance of entrepreneurship as a future career path and solution to economic challenges, aligning with the development of values such as independence, creativity, and responsibility.

However, the indicator of practical experience scored the lowest (84.05%), implying that hands-on entrepreneurial practice such as bazaars, business fairs, and industry visits remains limited. Despite all indicators being categorized as very high, improvement is needed in providing real-world entrepreneurial exposure. Overall, entrepreneurship education has successfully established a strong foundation for shaping students' entrepreneurial character, although more intensive practical training is required to ensure they are prepared not only conceptually but also operationally to become future entrepreneurs.

Relationship with Previous Studies

The research findings are consistent with previous studies which emphasize the importance of entrepreneurship education in shaping entrepreneurial intention. Fayolle and Gailly (2015) demonstrated that entrepreneurship education directly strengthens entrepreneurial attitudes and perceived behavioral control, which increases intention to start a business. Similarly, Souitaris, Zerbinati, and Al-Laham (2007) found that entrepreneurship programs improve motivation, self-efficacy, and future business orientation. National research by Purwana and Wibowo (2017) and Suryana (2013) further confirms that entrepreneurship education at the high school level enhances intrinsic motivation and transforms students' mindsets from job seekers to job creators.

The findings also align with Neck and Greene (2011), who argue that entrepreneurship education should be seen as an adaptive and reflective learning process rather than mere transfer of theoretical knowledge. This study supports the view that effective entrepreneurship education requires relevant pedagogical strategies that integrate real-life experience and social context. Thus, the present findings reinforce existing literature stating that entrepreneurship education is a key catalyst in shaping students' entrepreneurial intention.

Theoretical and Practical Implications

Theoretically, the study strengthens key frameworks such as the Theory of Planned Behavior (Ajzen, 1991), which states that entrepreneurial intention is shaped by attitudes, subjective norms, and perceived behavioral control. Entrepreneurship education was found to influence all three determinants by improving knowledge, values, and students' confidence in dealing with business risks. The findings also align with Shapero and Sokol's (1982) entrepreneurial event theory, in which entrepreneurship education can act as a triggering event that motivates students to pursue entrepreneurship.

Practically, the study highlights the need for schools to enhance experiential learning, including student business fairs, collaboration with local SMEs, and hands-on entrepreneurial projects. Teachers must also receive specialized entrepreneurship pedagogy training so they can function as entrepreneurial coaches. Furthermore, cross-sector collaboration among schools, industries, and government institutions is essential to create a sustainable entrepreneurship learning ecosystem. Overall, the findings provide strategic direction for strengthening entrepreneurship-based education policies and programs.

Business Incubation Variable

Business incubation plays an important role in supporting entrepreneurial development in schools. The study shows that the incubation program in Private Senior High Schools in Central Jakarta Region II is already functioning at a high level, with indicator scores ranging from 76.36% to 77.47%. Indicators such as knowledge diffusion, innovation transfer, business growth, and networking demonstrate that students have benefited from seminars, workshops, project-based learning, collaboration, and exposure to real entrepreneurial environments. These activities enrich students' understanding of the business world and encourage creativity and innovation.

However, entrepreneurial opportunities scored the lowest (76.36%), indicating a need for more hands-on business practice and opportunities to test business ideas directly. Although overall indicators are categorized as high, the findings suggest that the incubation program can be further strengthened through increased mentoring, more intensive project-based activities, and broader collaboration with external institutions. Enhancing these components would help schools develop a more active and sustainable entrepreneurial ecosystem for students.

Relationship with Previous Studies

The findings support Rae's (2006) Entrepreneurial Learning theory, which highlights the importance of cognitive understanding combined with experiential learning, reflection, and social interaction. The study also aligns with the Business Incubation Model by Hackett and Dilts (2004), which emphasizes knowledge resources, networking, mentoring, infrastructure, and support services as key factors for successful incubation. These components were reflected in the incubation practices observed in the participating schools.

Additionally, the results are consistent with Setiawan and Iskandar (2020) as well as Wahyudi (2021), who found that business incubation significantly improves students' entrepreneurial motivation, critical thinking, confidence, and engagement with real business activities. The findings also support Fietze and Boyd (2017), who argue that incubation-based learning environments foster entrepreneurial mindsets. Overall, this study confirms that business incubation serves as an effective bridge between theoretical knowledge and real entrepreneurial practices, supporting Drucker's (1985) claim that entrepreneurship can be taught and learned.

This study strengthens several foundational theories of entrepreneurship by demonstrating the central role of family support in shaping perceived behavioral control and entrepreneurial intention. Aligned with Ajzen's Theory of Planned Behavior (1991), the findings show that moral, emotional, and resource-based support from families increases students' confidence in their entrepreneurial abilities. This enhancement of self-efficacy makes students more likely to translate entrepreneurial intentions into real actions. The results also parallel Shapero and Sokol's Entrepreneurial Event Theory (1982), indicating that sustained family support simultaneously reinforces desirability, feasibility, and the propensity to act, three core elements that influence the decision to become an entrepreneur.

The study also enriches experiential learning and social learning perspectives. Consistent with Kolb (1984) and Bandura (1986), the research shows that entrepreneurial learning occurs not only in formal instruction but also through direct experience, observation, and daily interactions within the family environment. Students naturally internalize values such as resilience, independence, and creativity by observing their parents' behavior.

Consequently, the family acts as the first “entrepreneurial laboratory,” where cognitive, affective, and social learning processes occur simultaneously and shape entrepreneurial character formation.

The results indicate that entrepreneurship education positively and significantly influences students’ entrepreneurial interest, as shown by a coefficient of 0.238 and a p-value below 0.05. This confirms the importance of entrepreneurship education in forming an entrepreneurial mindset, developing managerial skills, and strengthening perceived behavioral control, as supported by Fayolle & Gailly (2008) and Ajzen (1991). Through project-based learning, business simulations, and case studies, students gain both conceptual understanding and practical exposure, which enhance their attitudes, perceived norms, and confidence toward entrepreneurship.

However, the magnitude of the effect shows that entrepreneurship education is not the dominant factor, suggesting that students’ entrepreneurial interest is also shaped by other external influences, such as family support and business incubation experiences. While descriptive findings reveal strong scores for elements like continuing education and dynamic learning, the study suggests that entrepreneurship education should increasingly emphasize experiential and project-based approaches. Strengthening these aspects would enable students not only to understand entrepreneurial concepts theoretically but also to develop the confidence and readiness to pursue entrepreneurship in practice.

Business incubation is found to have a positive and significant effect on entrepreneurial interest, with a coefficient of 0.225 and a p-value of 0.000. This supports the notion that incubation programs provide an effective learning ecosystem offering mentoring, networking, and hands-on business experience, as noted by Bøllingtoft & Ulhøi (2005). Through real or simulated business activities, students experience the full experiential learning cycle described by Kolb (1984), enabling them to acquire concrete experience, reflect on outcomes, conceptualize new knowledge, and experiment actively. These processes strengthen self-efficacy and perceived feasibility, which are key drivers of entrepreneurial intention.

The findings also reinforce theories by Krueger et al. (2000), suggesting that direct entrepreneurial involvement increases perceived desirability and capability to act. While incubation positively influences interest, its effect size is smaller than that of family environment, indicating that practical experience must be supported by emotional and motivational reinforcement from home. Indicators such as mentoring support, network access, and coaching scored high in the descriptive analysis, confirming that incubation programs successfully stimulate creativity, experimentation, and early entrepreneurial engagement. Strengthening mentoring and follow-up mechanisms could further encourage students to continue entrepreneurial activities beyond school.

The structural model shows that family environment significantly mediates the relationship between entrepreneurship education and entrepreneurial interest, with an indirect effect coefficient of 0.140 and a p-value of 0.000. This means entrepreneurship education does not influence interest solely through cognitive learning but also through value internalization and emotional reinforcement received at home. Schools provide entrepreneurial knowledge, attitudes, and skills, but families reinforce these through encouragement, modeling, communication, and opportunities to try small business activities.

This alignment of school-based learning and home-based reinforcement creates a stronger motivational pathway toward entrepreneurial intention.

These findings align with Social Cognitive Career Theory (Lent, Brown & Hackett, 1994), demonstrating that entrepreneurial interest develops through the interaction of self-efficacy, outcome expectations, and contextual support. Family environment acts as a key contextual support that amplifies the effects of entrepreneurship education. Likewise, Bandura's Social Learning Theory (1986) is reflected in the way students observe and model entrepreneurial behaviors demonstrated by family members. Therefore, family plays a crucial role in translating classroom learning into personal conviction, making it a critical mediator in strengthening students' readiness and motivation to pursue entrepreneurship.

CONCLUSION

Based on the research findings and discussions, this study concludes that entrepreneurial interest among students is strongly influenced by entrepreneurship education, business incubation, and the family environment, both directly and through mediation effects. The results indicate that students' entrepreneurial interest is generally high, supported by effective entrepreneurship education, well-implemented school incubation programs, and strong emotional and moral support from families. Entrepreneurship education significantly enhances entrepreneurial interest by shaping students' attitudes, skills, and perceived behavioral control, while business incubation contributes through hands-on experience, mentoring, and practical business exposure. The family environment also plays a crucial role by providing encouragement, values of independence, and role modeling, functioning as an entrepreneurial socialization agent. Additionally, entrepreneurship education and business incubation positively influence the family environment, creating a spillover effect where school activities increase family involvement and support. Furthermore, the family environment significantly mediates the effects of both entrepreneurship education and business incubation on entrepreneurial interest, indicating that school-based learning becomes more impactful when reinforced at home. Overall, the study highlights that cultivating entrepreneurial interest requires an integrated ecosystem involving schools and families to develop innovative, resilient, and independent young entrepreneurs.

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