

THE EFFECT OF ENTREPRENEURSHIP EDUCATION AND FAMILY ENTREPRENEURSHIP ON STUDENT ENTREPRENEURSHIP INTENTION

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Abstract: This study examines the relationship between entrepreneurship education and students' intentions and tests students to moderate the effects of students' perceived experience and family entrepreneurial orientation, which can strengthen or weaken the effect of entrepreneurship education on intention. This study also evaluates why Indonesian students become entrepreneurs and the important contributing factors and barriers to doing so. Data were collected from 584 vocational students at an Indonesian state university. All tests, including descriptive statistics and ordinary least squares regression, were analyzed using Stata 15.0, which effectively analyzes extensive sample surveys. The results prove a higher level of entrepreneurial intention in students from families oriented and experienced in entrepreneurship. Our results also reveal that student experience and having friends who become entrepreneurs reduces entrepreneurial intentions, but the difference is not statistically significant. Despite expanding research on education and entrepreneurial intention, the relationship between perceived experience, family entrepreneurial orientation, and students' entrepreneurial intentions has not been studied adequately, especially in the Indonesian context. But the difference was not statistically significant.



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Entrepreneurship has become a major area of interest in public policy, industry, society, and education. Entrepreneurship is also believed to be the key to success in developing job creation and economic growth (Kritikos, 2014; Onyeizugbe et al., 2015) and increasing national

and Stefanovic, 2018). Studies have documented that entrepreneurship can reduce the unemployment rate (Thurik et al., 2007; Bakry et al., 2019; Dilanchiev, 2014) and build economic dependence and economic and social well-being (Neumann, 2021). In reviewing 102 studies, Neumann (2021) concludes that entrepreneurship benefits social welfare by reducing poverty and income inequality and increasing the human development index. Entrepreneurship generates economic prosperity by increasing employ-

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ment levels, innovation, and competitiveness at the national level.

In the field of education, entrepreneurship education has become a central part of the current educational curriculum due to the increasing number of literature that has proven the role of entrepreneurship education on entrepreneurial intentions and behavior. Entrepreneurship education is believed to be one of the key factors influencing entrepreneurial behavior (Liñán et al., 2011). Studies have documented that entrepreneurship education contributes to entrepreneurial intentions among students (Hattab, 2014; Mei et al., 2020). Mahendra et al. (2017) found that entrepreneurship education can increase students' motivation and entrepreneurial attitude. Entrepreneurship education can improve entrepreneurial intention through self-efficacy, entrepreneurial mindset, student cognition (Hattab, 2014; Liu et al., 2019; Wardana et al., 2020), and entrepreneurial spirit (Qassim, 2017; Li and Wu, 2019). Entrepreneurship education also influences students' entrepreneurial intentions through education for innovation, pro-activity, risk-taking behavior, and leadership (Ozaralli and Rivenburgh, 2016; Park, 2017).

Nonetheless, previous research has focused on the role of formal education on entrepreneurial intentions. Miralles (2016) stated that knowledge results from previous experience and formal education. Sources of knowledge other than formal education, such as previous experience (informal knowledge), own experience, or peer experience, can also influence entrepreneurial intentions. However, there has been little discussion about the relationship between entrepreneurial education, prior experience, and entrepreneurial intention. A recent study that discusses the relationship between education and previous experience of entrepreneurial intention can be seen in Bouhaleb (2020), Militaru et al. (2017), Georgescu and Herman (2020), and Nguyen (2018). Unfortunately, the studies are still partial, and the results remain inconsistent. Georgescu and Herman (2020) found that self-experience can moderate the role of entrepreneurship education on students' entrepreneurial intentions in Romania. Bouhaleb (2020), Militaru et al. (2017), and Nguyen (2018) found that family and own experiences did not sig-

nificantly moderate the role of entrepreneurship education on students' entrepreneurial intentions in Romania, France, and Vietnam. Except Lingappa et al. (2020), who simultaneously studied the effect of entrepreneurship education, family, peers, and own experiences on students' entrepreneurial intentions in Pakistan. Then is there a relationship between entrepreneurship education, previous experience, and entrepreneurial intentions? Therefore, the results of previous studies were significant, even though their model did not examine the interaction effect. Therefore, this study aims to answer these gaps and questions by studying the effects of entrepreneurship education on entrepreneurial intentions and the impact of entrepreneurial orientation on entrepreneurial intentions. So that in the end, we will get a lot of input about the supporting and inhibiting factors that foster entrepreneurial intentions, especially when entrepreneurial intentions are built through educational foundations and orientation or ask someone to become an entrepreneur.

We argue that if entrepreneurship education is supported with personal experience in entrepreneurship, it will have a more significant effect on entrepreneurial intentions. According to social cognitive theory, individual behavior is embedded in the social and environmental behavior of parents, educators, and friends (Martin et al., 2013; Bandura, 1986). In other words, students with experience (students who have their own experience in entrepreneurship or live with family or friends who become entrepreneurs) have a higher level of intention to become entrepreneurs than students who do not have experience in entrepreneurship (Londono et al., 2021; Nguyen, 2018). Through entrepreneurial experience, a student can empirically see, hear, and feel what it is like to be an entrepreneur. Nanda and Sørensen (2010) highlight the peer effect and show that a former colleague's experience in entrepreneurship will increase an individual's intention to become an entrepreneur. Having a family or successful peer entrepreneur provides students with role models; Thus, it can increase students' intention to become entrepreneurs (Adesola et al., 2019; Boldureanu et al., 2020). On the other hand, having negative experiences or bad practices in entrepreneurial activi-

ties can reduce students' intention to start an entrepreneurial career.

Our second research gap lies in the lack of research on the effect of family entrepreneurial orientation on education and entrepreneurial intention. Most of the above studies explored the role of work and family experience in entrepreneurship but lacked examined of the moderating effect of family entrepreneurial orientation. Studies show that family entrepreneurial orientation can influence students' intentions. Families with entrepreneurial orientation and careers pass on entrepreneurial values to their children (Arzubiaga et al., 2019; Visser and van Scheers, 2020). Subjective norms are one of the top three variables that determine entrepreneurial intentions, suggesting that social and environmental norms influence individual behavior, according to the theory of planned behavior (Fishbein and Ajzen, 2010). Individuals who grow up in entrepreneurial families and accept entrepreneurial values from family members tend to become entrepreneurs (Cardella et al., 2020). Based on this logic, we argue that own experiences, social and environmental experiences in entrepreneurship, and family orientation can strengthen the effect of formal entrepreneurship education on entrepreneurial intentions: If a student receives only formal education, which provides general entrepreneurial knowledge without empirical experience of entrepreneurial practice, that students' intentions to become entrepreneurs will be weaker. Therefore, this study explores the relationship between entrepreneurship education, family entrepreneurial orientation, perceived entrepreneurial experience, and entrepreneurial intention among students in Indonesia. Therefore, we hypothesize that: H1 = entrepreneurship education positively affects students' entrepreneurial intentions.

It is the first study to evaluate students' perceptions in the specific context of a vocational program in Indonesia. With the development of the entrepreneurship curriculum in Indonesia, an evaluation of the reasons and barriers for students to pursue entrepreneurial careers, students' perceptions of the important factors in becoming entrepreneurs, and students' perceptions of entrepreneurship education have also not been explored. There-

fore, our aim, in part, was to evaluate how students perceive entrepreneurship, their reasons, and the barriers to becoming entrepreneurs that may reduce their entrepreneurial intentions, and the main objective was to test two hypotheses (the role of entrepreneurship education, perceived experience, and orientation family entrepreneurship in perineurial entrepreneurs) in Indonesian students.

METHOD

This research was conducted at Brawijaya University, which offers an interesting context regarding entrepreneurship. In 2020-2021, Indonesians aged 15 to 24 have the highest unemployment rate (43.05%). In the 15-19 and 20-34 age groups, the unemployment percentages were 24.34% and 18.71%, respectively. Faisal (2021) stated youth unemployment in Indonesia is the highest of all international matters. The Indonesian Ministry of Education is in charge of education policy and decides that public universities in Indonesia should offer formal entrepreneurship education. A vocational study program was formed consisting of D3 (a three-year program) and D4 (a four-year program) to achieve this goal. It is mandated to develop new entrepreneurs by including entrepreneurship education in the curriculum. As market behavior has shifted to online buying, young adults' widespread development of online markets has also occurred. Many students run online businesses part-time, so they gain their own experience or learn from the experiences of friends who are salespeople and even entrepreneurs. It can affect students' intentions for a career in entrepreneurship.

Moreover, Indonesians are family-oriented; regardless of the individual's educational level, family values are one of the bases of behavioral decision-making. Thus, we believe that coming from an entrepreneurially oriented family will be shown to influence students' intentions to become entrepreneurs. As market behavior has shifted to online buying, young adults' widespread development of online markets has also occurred. Many students run online businesses part-time, so they gain their own experience or learn from the experiences of friends who are salespeople and even entrepreneurs. It can af-

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Online surveys are distributed among students joining vocational programs, including business administration, accounting, and banking, IT management, secretarial training, tourism and leisure management, and graphic design. Non-probability and convenience sampling were adopted in selecting respondents after Leiner (2014) conducted online survey research. The population consisted of about 1,000 students, and 584 answered the questionnaire. Academic staff members who assisted indirectly in this research by providing online questionnaires during their regular online classes were informed of the aims and potential benefits of the research. All online questionnaires were distributed, administered during class lectures, and completed anonymously in online classes to ensure confidentiality. Participation in this study is voluntary. Data were collected from April 11, 2021, to June 28, 2021. Before the analysis, the data were checked and cleaned for missing data and out-of-range or disallowed values in the instrument. A total of 12 questionnaires were discarded due to this validation process, leaving 584 (191 males, 393 females) for inclusion in further analysis.

In the first part of the questionnaire, we asked respondents about their willingness and ability to participate in the survey. Students were asked about their reasons for wanting to become entrepreneurs, the barriers to doing so, and their perceptions of personal characteristics and essential factors needed to become entrepreneurs. It was carried out according to the procedure used by De La Cruz Del Río-Rama et al. (2016). In the next section, students were asked about their perceptions of the entrepreneurship education they received from the faculty and their experiences in entrepreneurship. The entrepreneurship education section of the ques-

tionnaire uses four items adapted from Walter and Block (2016), which evaluates the entrepreneurship education provided by the faculty. Response scales ranged from strongly disagree (1) to strongly agree (5). Entrepreneurial intention used by Vamvaka (2020) consists of 14 items regarding the choice of student intentions, commitment to a career in entrepreneurship, and nascent entrepreneurship. Choice intentions asked whether students have entrepreneurial preferences, commitment to entrepreneurship measures students' commitment to entrepreneurial careers, and nascent entrepreneurship asked about student activities related to start-up efforts to pursue entrepreneurial careers. The family entrepreneur orientation consists of three questions asking whether immediate family members are or are self-employed and whether the family encourages its younger members to become entrepreneurs. The questionnaire design is based on Farrukh et al. (2018) and Lingappa et al. (2020). Finally, the perceived experience uses a dummy variable for the experience of individuals as well as the experience of their friends and family in entrepreneurship. Respondents were asked to answer no (1) or yes (2) to each of the three items (the respondent's entrepreneurial experience, the entrepreneurial experience of family members, and the entrepreneurial experience of friends).

Before analyzing the data, we applied validity and reliability tests to the questionnaire. The validity coefficients of entrepreneurship education, entrepreneurial intention, and family entrepreneurial orientation are 0.75, 0.54, and 0.74, respectively. Cronbach's alpha score for entrepreneurship education was 0.89, entrepreneurial intention 0.93, and family entrepreneurial orientation 0.83. The results showed that the correlation value between the scales and the variables was very high and had good internal consistency (Taber, 2018). After testing the validity and reliability, moderated regression analysis (MRA) was analyzed. This analysis was used to test ordinary least squares regression and interaction models (Hartmann and Moers, 2003). The statistical assumptions for testing the MRA are the same as the OLS regression assumptions, which test for normality and multicollinearity (Chen et al., 2003).

The normality test uses the k-density test. The results show that the data spread around the diagonal line and follows the direction of the diagonal line, meaning that the data is normal. The VIF value is lower than 10, ranging from 1.06 to 1.60. It means that there is no potential multicollinearity problem between each variable. The heteroscedasticity test showed that the dots did not form a certain pattern and spread between -2 and 2 on the Y-axis; thus, there is no heteroscedasticity. The results of the assumption test show that the model is suitable and can be continued to analyze the hypothesis. All tests, including descriptive statistics and ordinary least squares regression, were analyzed using Stata 15.0, which effectively analyzes large sample surveys.

RESULTS

As entrepreneurship education is developed in many countries, education policymakers need to develop effective entrepreneurship education curricula to make students capable and intend to become entrepreneurs. Therefore, it is crucial to map students' reasons and barriers to becoming entrepreneurs and the important factors needed in entrepreneurship education. Therefore, the first series of analyzes will reveal the reasons, barriers, and important factors of students becoming entrepreneurs in Indonesia.

Reasons and Barriers to A Career in Entrepreneurship

Table 1 shows students' perceptions of the reasons and barriers to becoming an entrepreneur. These findings reveal that the three main reasons students intended to become entrepreneurs were economic independence, investing in personal inheritance, and personal independence (freedom to make decisions and act). This finding shows that the main reason to become an entrepreneur in Indonesia is to gain personal independence/autonomy. That confirms what Drews et al. (2015) found: the reasons students become entrepreneurs are to get achievement, challenge, independence and autonomy, income security and financial success, status, family and role, community, and social motivation (Drews et al., 2015). Today, job autonomy is the main rea-

son young people become entrepreneurs or start businesses (Van Gelderen and Jansen, 2006; Zhang and SchÁ tt, 2017).

On the other hand, the main barriers to becoming an entrepreneur are often finances and capital. Based on these results, the three most significant

Table 1. Reasons and Barriers to Starting a Business

Reason	Means	Obstacle	Means
Economic independence	5.5976	Lack of start-up capital	5.0428
To invest in a personal inheritance	5.5651	Difficulty in obtaining financing	4.9914
Personal independence (freedom to make decisions and act)	5.5120	high responsibility	4.9264
To carry out personal dreams	5.4692	To control annual income	4.8133
To make something yourself (to achieve personal inheritance)	5.2517	The risk is too high	4.7996
To run a company	5.3938	Unfavorable economic climate	4.7620
To earn more money than I do as an employee	5.2705	Lack of business knowledge and knowledge of potential clients	4.7294
Looking for new challenges	5.2106	Fear of failure	4.6079
To get fair compensation for my work	5.1558	Lack of guaranteed minimum wage	4.4949
Possibility to develop my ideas	5.0993	Need to work long hours	4.5222
Impossible or difficult to find suitable work	4.4127	Tax expense	4.3647
To achieve prestige, status, or reputation	3.9572	Good job expectations as an employee	4.3476
Dissatisfaction with the previous job	3.9914	Lack of innovative ideas	4.2894
Family tradition	3.8048	Lack of support from family and friends	3.6952

obstacles to becoming an entrepreneur are lack of start-up capital, difficulty obtaining financing, and significant responsibility for owning one’s own business. In countries with less financial inclusion, access to credit or financial loans is a big problem, and some people cannot access finance or capital to create new businesses or start-ups (Pham and Doan, 2020). The students also reported being worried about becoming entrepreneurs due to a lack of venture capital and finances.

This finding is different from De La Cruz Del Río-Rama et al.(2016) among Spanish students. They found that the three main reasons for Spanish students to become entrepreneurs were: the possibility to develop their ideas (5.94), to create something themselves (5.90), and to seek new challenges (5.71). However, the three main barriers resulting from our study are similar to those found by De La Cruz Del Río-Rama et al. (2016). They also found the top three obstacles were: lack of initial capital

(6.19), difficulty in obtaining financing (5.97), and too high risk (5.7).

Personal Characteristics and Important Factors in Becoming an Entrepreneur

Next, students were asked about personal characteristics and important factors needed to become an entrepreneur. Respondents reported that the top three personal characteristics were: being responsible for their decisions, being self-employed, and being ready to take on new and exciting projects. The most important factors in starting a business are: offering quality and efficiency, being organized, and having independence and confidence. The results showed that the important factors needed by students to become entrepreneurs were management skills reflected in quality and efficiency, responsibility and independence, and being well organized.

Table 2. Important Factors Students Need to Become Entrepreneurs

Personal Characteristics	Means	Important Factor	Means
I am responsible for my decisions	5.5890	To offer quality and efficiency	5.8082
I consider it very important to be an entrepreneur	5.5308	To set	5.7637
Taking on a new project pushes me	5.4058	To be independent and confident	5.7671
I work the hours I need to work well	5.4007	To be able to set goals/challenges	5.7380
I trust my personal and professional abilities and possibilities	5.3818	To know the market	5.6969
I get along easily with other people	5.2774	To have a good financial system	5.6575
I face obstacles in an optimistic and cheerful way	5.2020	Have an entrepreneurial vision	5.6250
I am a very dedicated person starting new projects	5.1284	To find out how to meet client's needs	5.6216
I am creative and innovative when solving problems	5.1164	To have many contacts in the area	5.5086
I handle change well	5.1010	To be able to manage human resources	5.4881
I have the mental abilities needed to become an entrepreneur	5.0685		
I have sufficient leadership skills to become an entrepreneur	5.0633	To have personal experience in business	5.3151
I can make decisions in difficult situations	5.0531	To become a relative of an entrepreneur	4.7312
I'm worried about the possibility of failure	4.8750		
I can work long hours	4.7979		

This finding confirms De La Cruz Del Río-Rama et al. (2016). Students in Spain are considered to take responsibility and become self-employed as an entrepreneur's most important personal characteristic.

Entrepreneurship Education, Student Intentions, and Moderating Effects of Family Orientation and Experience

Table 3 presents the results of respondents' perceptions of university entrepreneurship education and its intentions. The average score of the students given their entrepreneurship education is relatively high, ranging from 3.99 to 4.09 with a maximum score of 5, which means that they feel that they received a good entrepreneurship education at their university. However, the lowest score in the entrepreneurial intention section goes to students'

perceptions of the knowledge and tools provided by the university. Students evaluate university programs because they only slightly improve their skills and knowledge of running a business.

Students also reported moderate to high intentions to pursue an entrepreneurial career. The mean score for intention ranged from 4.41 to 6.03, with a maximum score of 7. However, the lowest score for the intention was nascent entrepreneurship; this can be observed in the last four questionnaire items, which ask about student activities related to start-up efforts (e.g., reading books on entrepreneurship, attending entrepreneurship seminars). It indicates that, although students have the intention to start an entrepreneurial career, they have a lower level of intention in terms of activities that will enhance their entrepreneurial skills.

Table 3. Education and Entrepreneurial Intentions of Students

Entrepreneurship Education	Means	Entrepreneurial Intention	Means
My university education helped me develop my sense of initiative a kind of entrepreneurial attitude	4.0907	I'd rather have my own business than get a higher salary hired by someone else	5.1044
My university education helps me to understand the role of entrepreneurs in society better	4.0925	I'd rather have my own business than pursue another promising career	4.5599
My university education attracted me to become an entrepreneur	4.0342	I am willing to make significant personal sacrifices to stay in business	5.3750
My university education gave me the skills and knowledge that will enable me to run a business	3.9949	I will work elsewhere just long enough to make another effort to build my business	5.0890
Family orientation		My professional goal is to become an entrepreneur	5.0907
My immediate family members are self-employed	4.8801	I will make every effort to start and run my own company	5.7808
My immediate family members are self-employed	5.1062	I am determined to create a company in the future	5.9007
Big family member into entrepreneurship	5.4452	I have been thinking very seriously about starting a company	5.6729
Perceived experience (%)		I consider it very likely that in the future, I will run my own company	5.7979
Family member experience	442 (75.68%)	I plan to launch my own business one day	6.0308
Own experience	303 (51.88%)	I read a book on how to set up a company	4.696918
Friends' entrepreneurial experience	525 (89.90%)	I spent time learning about starting a company	4.837329
		I attend seminars and conferences that focus on planning to start your own business	4.422945
		I participated in a seminar focused on writing business plans	4.412671

Figures 1 and 2 show the plot margins for family experience and family entrepreneurial orientation, respectively. The two lines are significantly different and far apart, with CI = 95%.

Figures 3 and 4, although the moderate effect of peer experience and peer experience was not statistically significant.

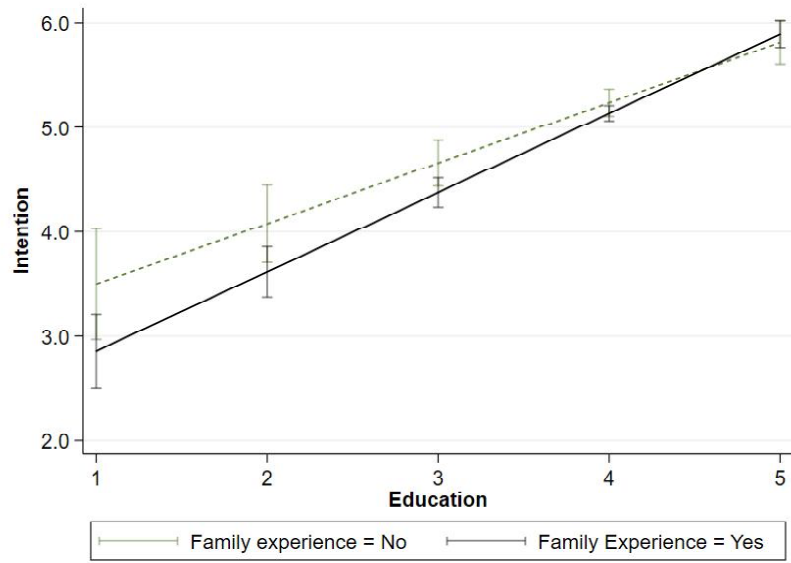


Figure 1. Family Experience Margin Plot

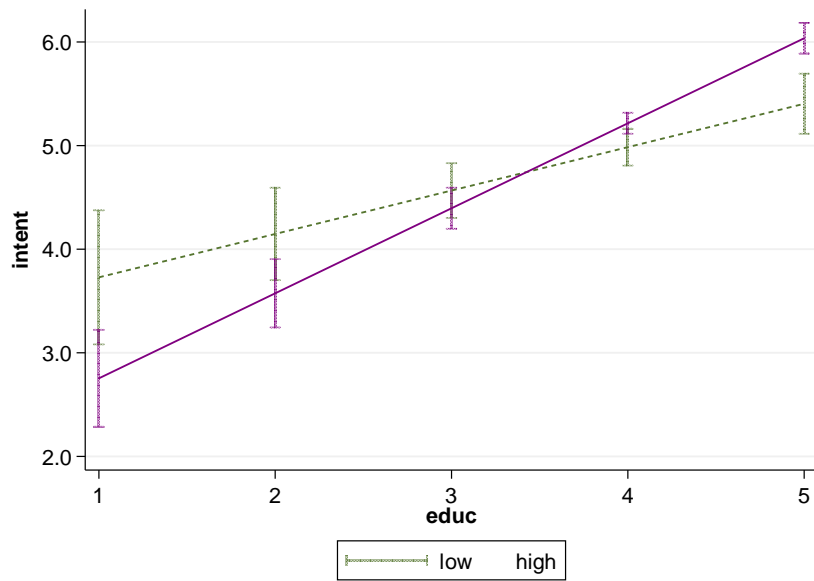


Figure 2. Family Orientation Plot Margin

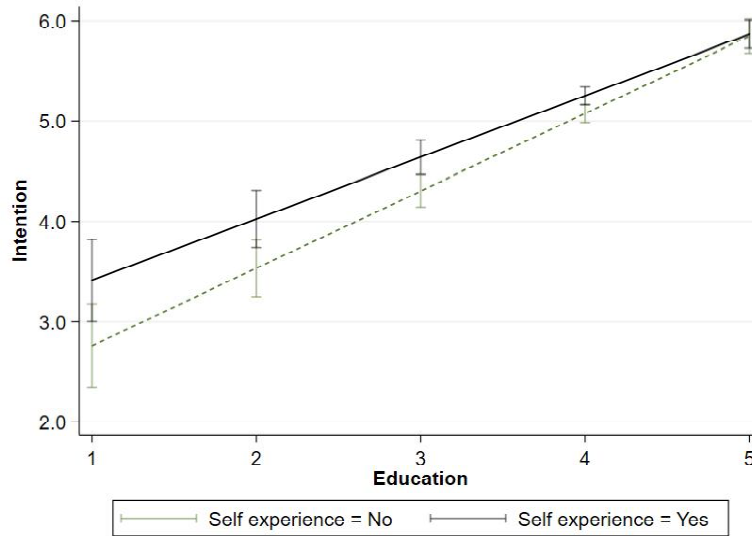


Figure 3. Plot the Margin of Own Experience

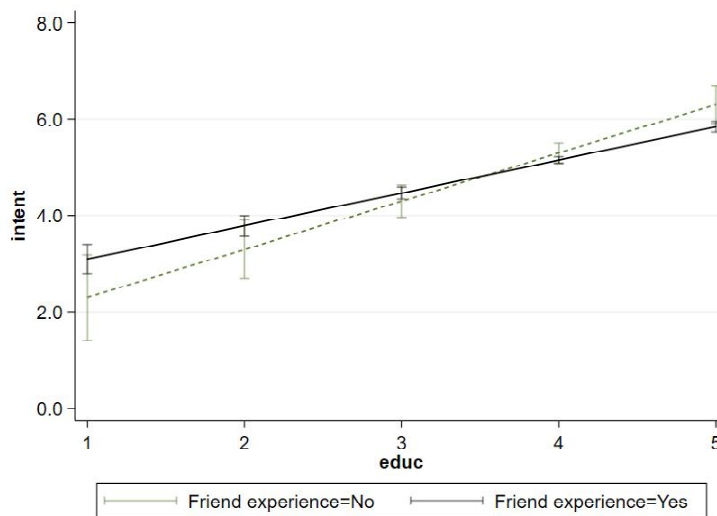


Figure 4. Friends' Experience Plot Margins

Table 4 presents the OLS regression. Model 1 shows the correlation between the control variables and entrepreneurial intentions. The results showed that male and older students had a higher intention to become entrepreneurs ($\beta_{\text{gender}} = -0.33, p < 0.001$; $\beta_{\text{age}} = 0.08, p < 0.05$) than female students and younger. Model 2 shows entrepreneurial intention, including

control and independent variables (entrepreneurship education, family orientation, and perceived experience). When including control and independent variables, gender still significantly affected intention ($\beta = -0.30, p < 0.001$). These results also showed a significant direct effect of entrepreneurship education ($\beta = 0.70, p < 0.001$), family orientation ($\beta = 0.04,$

Table 4. OLS Regression Results with Moderating Effects

Variable	(1)	(2)	(3)
	Model 1	Model 2	Model 3
Age	0.08* (0.04)	0.04 (0.04)	0.04 (0.04)
Year of study	-0.07 (0.04)	-0.02 (0.04)	-0.02 (0.04)
Gender (1=male, 2=female)	-0.33*** (0.08)	-0.30*** (0.07)	-0.30*** (0.07)
Entrepreneurship education		0.70*** (0.05)	1.18*** (0.34)
Family orientation		0.04* (0.02)	-0.23* (0.10)
Family experience (0 = no, 1 = yes)		-0.10 (0.08)	-0.95* (0.42)
Own experience (0 = no, 1 = yes)		0.20** (0.07)	0.90* (0.39)
Friends experience (0 = no, 1 = yes)		-0.15 (0.11)	1.02 (0.64)
Entrepreneurship education x family orientation			0.07** (0.03)
Entrepreneurship education x family experience			0.22* (0.10)
Entrepreneurship education x own experience			-0.17+ (0.10)
Entrepreneurship education x friends' experience			-0.30+ (0.16)
R-squared	0.05	0.35	0.36
AIC	1573	1377	1373
BIC	1616	1438	1447
Possible logs	-776.3	-674.5	-669.3

Standard error in brackets

p < 0.001, **p < 0.01, *p < 0.05, + p < 0.1

Note: n = 584

p < 0.05), and self-experience ($\beta = 0.20$, $p < 0.01$). These results support our first hypothesis that entrepreneurship education significantly influences students' entrepreneurial intentions, as previously reported by Hattab (2014), Liu et al. (2019), Wardana

et al. (2020), and Qassim (2017) and Li and Wu (2019).

To test the second hypothesis and interpret the interaction effect of family orientation and perceived experience, we turn to the interaction between en-

trepreneurial education, family orientation, and perceived experience in Model 3. becoming an entrepreneur grew stronger if a student's family had a significant entrepreneurial orientation ($\beta = 0.07$, $p < 0.01$) and if a family member had experience with an entrepreneurial career ($\beta = 0.22$, $p < 0.05$). Thus, the positive effect of entrepreneurship education is strengthened if the students have an entrepreneurial family orientation and family experience.

DISCUSSION

According to the data, family orientation to entrepreneurship and family members who run companies are much more likely to want to become entrepreneurs than students without family orientation or experience. It suggests that having a family orientation and experience enhances the marginal effect of schooling. These findings are supported by the findings of Farrukh et al. (2018) and Zaman et al. (2020). They found that the tendency of students to become entrepreneurs was influenced by their family background (family work in business or entrepreneurship). This finding is also in line with the findings of Lingappa (2020),

The results showed no statistically significant relationship between entrepreneurship education, own experience, and the experience of friends. In other words, there is no clear difference in the impact of the achieved level of education on entrepreneurial goals among students with and without previous business experience from their peers or themselves. This finding is different from the findings of Nanda and Sørensen (2010) and Miralles et al. (2016). They found that the individual's previous business experience and peers increased their desire to become an entrepreneur. Nguyen (2018) reported similar findings, finding that prior experience had no significant impact on students' intentions. This inconsistency can be attributed to the strong influence of family orientation on students: As said earlier, family orientation can influence student decision-making rather than peer experience. Another argument is that, according to the notion of subjective norms, family, academics, and friends can only influence an individual's intentions if they provide support. That means the students with entrepreneur-

ial friends may not be affected unless their peers support and urge them to pursue a career in business.

The moderate effect of peer experience and peer experience was not statistically significant. Students without peer experience or own experience tended to have higher levels of intention to become entrepreneurs with increased education. It may be related to the student's own experience. Students who have had negative experiences in entrepreneurship, both their friends and themselves, have a lower intention to become entrepreneurs even though they received formal education in entrepreneurship.

Students who have a family orientation towards entrepreneurship and family members who run businesses are much more likely to intend to become entrepreneurs than students who do not have a family orientation or experience. That confirms the marginal effect of education increases if students have a family orientation and family experience. The results further support Farrukh et al. (2018) and Khadri et al. (2020), who found that family background (family work in business or entrepreneurship) affects students' intention to become an entrepreneur. This finding is also consistent with Lingappa (2020), who found that family influences students' intention to engage in business careers by providing students with self-efficacy.

The interaction between entrepreneurship education, own experience, and peer experience was not statistically significant. In other words, there is no significant difference in the effect of education on entrepreneurial intention between students with and without peer experience and their own experience. This result contrasts with the results of Nanda and Sørensen (2010) and Miralles et al. (2016). They found that the individual's previous experience and peer experience in business increased their intention to become an entrepreneur. A similar finding was also reported by Nguyen (2018), who found that previous experience did not significantly affect students' intentions. We suggest that this inconsistency may be due to the strong effect of family orientation on students: As suggested above, student decision-making may be based on family orienta-

tion and not peer experience. Another possible explanation is that, according to subjective norm theory, family, academics, and friends influence an individual's intentions only if they provide support to the individual.

CONCLUSIONS

This study aims to understand students' perceptions of entrepreneurship and evaluate the relevance of the current vocational curriculum in Indonesia to the entrepreneurial needs of students. This investigation shows that students' intentions to become entrepreneurs are relatively high, even though they are not involved in developing entrepreneurial activities. Students also reported that their formal education was relatively good despite their perception that it did not help them to improve their skills greatly.

The results show that the main reasons for deciding on an entrepreneurial career are to achieve independence or autonomy, such as economic independence, investing in personal inheritance, and achieving personal independence (freedom of decisions and actions). However, students report many obstacles to starting an entrepreneurial career. The obstacles most often felt by students are the lack of initial capital, difficulty obtaining financing, and the responsibility of having their own business, categorized as financial and capital barriers, as well as problems of responsibility.

The second objective of this study was to investigate the effect of family entrepreneurial orientation and student perceived experiences on the increased significance of university education for students' entrepreneurial intentions. The results showed that entrepreneurial family orientation and family experience strengthened the effect of entrepreneurial education on intentions. Thus, this study reveals the importance of family support in entrepreneurship to increase the level of students' entrepreneurial intentions. In addition, we have found a negative but not significant effect of negative entrepreneurial experiences on students' entrepreneurial intentions. We argue that students who have negative experiences or fail in entrepreneurship experience

a decreased effect of formal education on their entrepreneurial intentions. On the other hand, the findings reveal that the three main reasons students are intended to become entrepreneurs are achieving economic independence, investing in personal inheritance, and personal independence (freedom to make decisions and act). This finding shows that the main reason to become an entrepreneur in Indonesia is to gain personal independence/autonomy.

IMPLICATIONS

This research contributes to our understanding of the interaction of university education, family influences, and perceived experiences on students' entrepreneurial intentions. This study reveals that previous experiences such as family experiences and family orientation have an essential role in increasing the effectiveness of education in influencing students' entrepreneurial intentions. The study's results prove that if students do not have family experience or have worse experiences in entrepreneurship, and they are not encouraged by their families to become entrepreneurs, then the effect of entrepreneurship education on student intentions will be less effective. Therefore, in future research, the researcher hopes there will be further research that can identify other factors or variables outside of the current research that can influence entrepreneurial intentions.

LIMITATIONS

This study presents several limitations. Due to the sample size and the fact that the sample was drawn from a single university, the generalizability of these results is subject to certain limitations. Further research needs to be done using a larger sample from several universities. This study could also not make comprehensive decisions regarding peer influence; it only measured its own experience and experience without measuring the effect of peer influence, such as peer support, on individual entrepreneurial intentions. Future studies may use other variables to measure peer influence on entrepreneurship, such as the Falck peer influence measure (Falck et al., 2012).

RECOMMENDATIONS

Therefore, these findings suggest several courses of action for education policymakers to improve educational curricula by enhancing tools to enhance students' entrepreneurial skills and their ability to create new businesses. A new curriculum emphasizing positive experiences in running a business is also needed to increase students' motivation and intention to pursue entrepreneurial careers. In addition, more significant efforts are required to ensure students' capacity to start businesses, such as providing social and financial capital by offering competitive financial loans or engaging students in university entrepreneurial activities.

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