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The Influence of Entrepreneurship Education, Family Environment, and Self-Efficacy on the Entrepreneurial Intention of Class XII IPS Students at SMAN 19 Kota Bekasi

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Abstract:
The high unemployment rate among high school graduates (SMA) is a significant issue in Indonesia. Entrepreneurial intention is viewed as a potential solution to address the unemployment problem among these graduates. This study aims to analyze and conclude the direct and indirect influences of Entrepreneurship Education (X1) and Family Environment (X2) on Entrepreneurial Intention (Y), mediated by Self-Efficacy (Z). This research uses a quantitative approach with the Partial Least Squares Structural Equation Modeling (PLS-SEM) method via SmartPLS. The population for this study was Class XII IPS students at SMAN 19 Kota Bekasi, utilizing total sampling involving 107 respondents. The findings reveal several key results, Entrepreneurship Education (X1) and Family Environment (X2) were found to have a positive and significant influence on Self-Efficacy (Z), Self-Efficacy (Z) has a positive and significant influence on Entrepreneurial Intention (Y), and Entrepreneurship Education (X1) has a positive and significant influence on Entrepreneurial Intention (Y). However, Family Environment (X2) was found to have a positive but insignificant direct influence on Entrepreneurial Intention (Y). Significantly, Self-Efficacy (Z) fully mediates the influence of both Entrepreneurship Education (X1) and Family Environment (X2) on Entrepreneurial Intention (Y). This study concludes that Self-Efficacy plays a central role in fostering entrepreneurial intention among students at Class XII IPS SMAN 19 Kota Bekasi, both directly and as a mediator for educational and family factors.

Keywords:
Entrepreneurship Education, Family Environment, Self-Efficacy, Entrepreneurial Intention, PLS-SEM

BACKGROUND

The issue of open unemployment among high school graduates (SMA) is a significant concern in Indonesia. Data sourced from the BPS National Labor Force Survey (Sakernas) indicates that the open unemployment rate for SMA graduates reaches 22%, positioning it as the second highest rate after vocational school graduates (SMK). While SMA is traditionally viewed as

preparation for higher education, a substantial number of graduates choose to immediately enter the workforce. Tushar and Sooraksa (2023) highlight that when the competencies and skills of graduates do not align with the demands of the labor market, unemployment issues arise, reducing the productive labor force. Therefore, fostering entrepreneurial intention is increasingly crucial as a means to address unemployment among young graduates.

A preliminary study conducted on the sample population, namely, Class XII IPS students at SMAN 19 Kota Bekasi, revealed that while students have various post-graduation plans and preferred career paths, a significant portion expressed hesitation toward entrepreneurship. The primary reasons identified for this reluctance, based on the highest frequency, include lack of confidence due to insufficient business knowledge (44.4%), followed by fear of risk or failure (22.2%), lack of capital (22.2%), and lack of confidence due to insufficient family support (11.1%). This highlights the critical role of Entrepreneurship Education (X1) and Family Environment (X2) in influencing Self-Efficacy (Z), which is central to fostering Entrepreneurial Intention (Y). This study aims to investigate the complex interplay between these variables in shaping the entrepreneurial intention of high school students.

THEORETICAL FRAMEWORK

The Theory of Planned Behavior

The Theory of Planned Behavior (TPB) by Ajzen (2005) is based on the notion that human behavior is generally rational. Human behavior is viewed as the result of careful planning and deliberation regarding the consequences of actions, rather than merely spontaneous or impulsive reactions. According to TPB, intention is influenced by three fundamental factors, those of a personal nature, those reflecting social influence, and those related to behavioral control.

The first determinant, Attitude Toward the Behavior, refers to an individual's positive or negative evaluation of performing the desired behavior. The second determinant, Subjective Norm, represents an individual's perception of the social pressure felt to perform or not perform a behavior. The third determinant, Perceived Behavioral Control, is the feeling of capability to perform the behavior (Ajzen, 2005).

Entrepreneurial Intention

Entrepreneurial intention is defined as a strong desire and commitment to starting a business (Prastiwi et al., 2022; Sudimantoro et al., 2023). it reflects an individual's resolve to create an enterprise, supported by creativity, innovation, risk-taking ability, and sensitivity to opportunities (Le et al., 2023). It represents a strong desire and interest in pursuing entrepreneurial activities for profit.

Based on TPB, Entrepreneurial Intention is influenced by three key factors:

1. Attitude Toward the Behavior

   Attitude toward the behavior is an individual's positive or negative evaluation of a specific action (Ajzen, 2005). In this study, this focuses on evaluating entrepreneurial actions. Entrepreneurship Education (X1) plays a vital role in forming a positive evaluation by imparting knowledge, building confidence, and mitigating negative risk perception.

2. Subjective Norm

   Subjective norm refers to social pressure influencing an individual to perform or not perform a behavior (Ajzen, 2005). Family Environment (X2) as the closest social environment, acts as a social support influencing entrepreneurial intention (Lestari & Sukirman, 2020).

3. Perceived Behavioral Control

   Perceived behavioral control is the feeling of capability to perform a behavior (Ajzen, 2005). This aligns with Self-Efficacy (Z), defined as an individual's belief in their capacity to execute actions and overcome challenges to achieve goals (Bandura, 1977).

Based on these explanations, this study selected Entrepreneurship Education (X1), Family Environment (X2), and Self-Efficacy (Z) as key determinants of Entrepreneurial Intention (Y).

Entrepreneurship Education

Entrepreneurship education is defined as a learning process that aims to develop skills and capabilities, supporting students toward entrepreneurship (Purnamawati et al., 2020). It is a process that directs and builds student potential by providing relevant knowledge, skills, and experience (Djazilan & Darmawan, 2022; Korzhov & Pasko, 2020). Entrepreneurship education not only provides conceptual knowledge, but also shapes the mindset, attitude, and behavior of future entrepreneurs, serving as a vital investment in human resource development (Isma et al., 2023).

The indicators for entrepreneurship education in this study are adapted from Wardani & Nugraha (2021), Kumalasari et al. (2022), and Nabila (2023). They include, fostering an entrepreneurial mindset, shaping attitude and behavior, and increasing knowledge related to entrepreneurial planning.

Family Environment

The relationships and interactions within the family significantly influence a child's character, development, and psychological well-being (Zhao & Zhao, 2022). considered the primary factor in forming a child's behavior and development (Asyha et al., 2024), the family environment, including parental upbringing styles, economic conditions, and educational support, fosters motivation (Li & Qiu, 2018). This environment is also crucial for guiding future career choices (Febyanti et al., 2022). A family environment falls under the TPB's Subjective Norm, representing a social influence that drives an individual's intentions to act, in this case, to engage in entrepreneurship (Lestari & Sukirman, 2020).

The indicators for family environment in this study are adapted from Lestari & Sukirman (2020), Kumalasari et al. (2022), and Nabila (2023). They include, parental education style, inter-family member relations, home atmosphere, family economic status, parental understanding, and cultural background.

Self-Efficacy

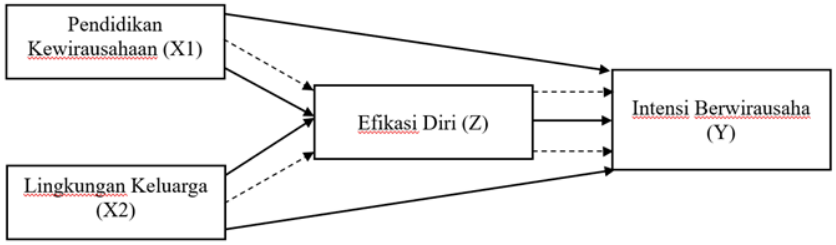
Self-efficacy is defined as an individual's belief in their capacity to execute necessary actions and overcome challenges to achieve specific goals (Bandura, 1977). It refers to the confidence in one's skills and the belief that one can act effectively to achieve goals (Puozzo & Audrin, 2021). It is a feeling of confidence in carrying out tasks and making maximum effort to overcome obstacles (Widyastuti et al., 2023). Self-efficacy motivates choice, effort, and achievement by influencing the perceived ability to perform at a determined level (Schunk & DiBenedetto, 2021). In summary, self-efficacy is a person's belief in their ability and inner strength to handle tasks of varying difficulty (Bandura, 1977; Saptono et al., 2021).

The dimensions of self-efficacy consist of three components: magnitude, strength, and generality (Bandura, 1977). The indicators for self-efficacy in this study are adapted from Kumalasari et al. (2022) and Fitrianingsih et al. (2023), focusing on task difficulty level (magnitude), strength, and belief (generality).

Research Model and Hypothesis Development

Based on the theoretical framework, the following research model is proposed (Figure 1), and hypotheses are formulated:

Figure 1. Research Model



H1: There is a direct and significant influence of Entrepreneurship Education (X1) on Self-Efficacy (Z).

H2: There is a direct and significant influence of Family Environment (X2) on Self-Efficacy (Z).

H3: There is a direct and significant influence of Entrepreneurship Education (X1) on Entrepreneurial Intention (Y) among Class XII IPS students at SMAN 19 Kota Bekasi.

H4: There is a direct and significant influence of Family Environment (X2) on Entrepreneurial Intention (Y) among Class XII IPS students at SMAN 19 Kota Bekasi.

H5: There is a direct and significant influence of Self-Efficacy (Z) on Entrepreneurial Intention (Y) among Class XII IPS students at SMAN 19 Kota Bekasi.

H6: There is an indirect and significant influence of Entrepreneurship Education (X1) on Entrepreneurial Intention (Y) through Self-Efficacy (Z) among Class XII IPS students at SMAN 19 Kota Bekasi.

H7: There is an indirect and significant influence of Family Environment (X2) on Entrepreneurial Intention (Y) through Self-Efficacy (Z) among Class XII IPS students at SMAN 19 Kota Bekasi.

METHOD

Research Design and Data Collection

The research method used in this study is a quantitative research approach with a survey design. quantitative methods rely on numerical data and statistical analysis to test established hypotheses (Priadana & Sunarsi, 2021). Data was collected using questionnaires as the primary instrument.

Population and Sample

The population for this study consists of all students of Class XII IPS at SMAN 19 Kota Bekasi who have taken entrepreneurship subjects (n=107). The study utilized Exhaustive Sampling (Total Sampling) (Machali, 2021), where all members of the population are used as the sample. Based on this technique, the sample size was determined to be 107 students.

Variables and Measurement

This study included Entrepreneurship Education (X1) and Family Environment (X2) as independent variables, Self-Efficacy (Z) as the mediating variable, and Entrepreneurial Intention (Y) as the dependent variable. Data was collected using a questionnaire. A five-point Likert scale was utilized for the measurement of all variables.

Data Analysis Technique

Data analysis was conducted using Structural Equation Modeling-Partial Least Square (SEM-PLS) with SmartPLS software. This method was selected based on several considerations (Hair et al., 2017). First, SEM-PLS is suitable for the study's sample size (n=107). Second, SEM-PLS is effective for predictive analysis, aligning with the research goal to assess the influence of independent variables on entrepreneurial intention, including indirect effects mediated by self-efficacy. This method is capable of estimating complex path models (Hair et al., 2017; Iba & Wardhana, 2023).

RESULT

Measurement Model Assessment

Convergent Validity

Convergent validity was evaluated through the *outer loadings* and the Average Variance Extracted (AVE). According to (Hair et al., 2017), outer loadings should be greater than 0.7 and AVE values should be greater than 0.5. During the initial evaluation, several indicators were found to have *outer loadings* below the 0.7 threshold, indicating they did not meet the criteria for convergent validity. These invalid indicators were PK4 (Entrepreneurship Education), LK8, LK12, LK13, and LK14 (Family Environment), ED2 (Self-Efficacy), and

IB2, IB10, IB12, and IB13 (Entrepreneurial Intention). These indicators were removed from the model to ensure the validity and reliability of the measurement.

After the removal of the invalid indicators, the measurement model was re-evaluated. All remaining indicators showed *outer loadings* above 0.7 (Table 1), confirming the validity of the indicators in measuring their respective constructs.

Table 1. Outer Loadings After Dropping

Variabel	Indikator	X1	X2	Y	Z	Keterangan
Entrepreneurship Education	PK1	0.823				Valid
	PK2	0.816				Valid
	PK3	0.758				Valid
	PK5	0.733				Valid
	PK6	0.748				Valid
	PK7	0.707				Valid
	PK8	0.778				Valid
	PK9	0.777				Valid
Family Environment	LK1		0.748			Valid
	LK2		0.841			Valid
	LK3		0.757			Valid
	LK4		0.788			Valid
	LK5		0.874			Valid
	LK6		0.885			Valid
	LK7		0.894			Valid
	LK9		0.859			Valid
	LK10		0.889			Valid
	LK11		0.837			Valid
Self-Efficacy	ED1			0.827		Valid
	ED3			0.784		Valid
	ED4			0.814		Valid
	ED5			0.778		Valid
	ED6			0.708		Valid
	ED7			0.783		Valid
	ED8			0.753		Valid
	ED9			0.844		Valid
	ED10			0.844		Valid
Entrepreneurial Intention	IB1				0.776	Valid
	IB3				0.820	Valid
	IB4				0.774	Valid
	IB5				0.822	Valid
	IB6				0.771	Valid
	IB7				0.808	Valid
	IB8				0.773	Valid
	IB9				0.743	Valid
	IB11				0.700	Valid
	IB14				0.721	Valid

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Table 2. Average Variance Extracted (AVE)

	Average variance extracted (AVE)
X1	0.591
X2	0.703
Z	0.630
Y	0.596

Furthermore, the AVE values for all variables exceeded 0.5 (Table 2). This demonstrates that convergent validity is satisfied for all constructs in the model.

Discriminant Validity

Discriminant validity was assessed using *cross loadings*, Fornell-Larcker Criterion, and the Heterotrait-Monotrait Ratio (HTMT).

Tabel 3. Cross Loadings

	Entrepreneurship Education (X1)	Family Environment (X2)	Self-Efficacy (Z)	Entrepreneurial Intention (Y)	Validity Status
PK1	**0.823**	0.560	0.546	0.700	Valid
PK2	**0.816**	0.514	0.530	0.675	Valid
PK3	**0.758**	0.395	0.512	0.649	Valid
PK5	**0.733**	0.504	0.415	0.498	Valid
PK6	**0.748**	0.307	0.374	0.484	Valid
PK7	**0.707**	0.556	0.553	0.540	Valid
PK8	**0.778**	0.510	0.428	0.535	Valid
PK9	**0.777**	0.470	0.446	0.557	Valid
LK1	0.462	**0.748**	0.463	0.526	Valid
LK2	0.526	**0.841**	0.488	0.614	Valid
LK3	0.450	**0.757**	0.443	0.504	Valid
LK4	0.571	**0.788**	0.573	0.465	Valid
LK5	0.490	**0.874**	0.531	0.504	Valid
LK6	0.620	**0.885**	0.625	0.633	Valid
LK7	0.613	**0.894**	0.628	0.610	Valid
LK9	0.493	**0.859**	0.525	0.511	Valid
LK10	0.468	**0.889**	0.567	0.518	Valid
LK11	0.521	**0.837**	0.633	0.612	Valid
ED1	0.444	0.504	**0.827**	0.611	Valid
ED3	0.481	0.503	**0.784**	0.620	Valid
ED4	0.499	0.527	**0.814**	0.634	Valid
ED5	0.514	0.553	**0.778**	0.575	Valid
ED6	0.369	0.438	**0.708**	0.473	Valid
ED7	0.561	0.574	**0.783**	0.555	Valid
ED8	0.531	0.518	**0.753**	0.582	Valid
ED9	0.522	0.516	**0.844**	0.674	Valid
ED10	0.535	0.559	**0.844**	0.660	Valid
IB1	0.582	0.529	0.546	**0.776**	Valid
IB3	0.571	0.561	0.592	**0.820**	Valid
IB4	0.655	0.453	0.503	**0.774**	Valid

IB5	0.683	0.494	0.650	**0.822**	Valid
IB6	0.505	0.527	0.597	**0.771**	Valid
IB7	0.596	0.549	0.574	**0.808**	Valid
IB8	0.576	0.543	0.562	**0.773**	Valid
IB9	0.544	0.451	0.672	**0.743**	Valid
IB11	0.563	0.470	0.639	**0.700**	Valid
IB14	0.614	0.517	0.491	**0.721**	Valid

The results of the *cross loadings* analysis are presented in Table 3. The table indicates that the *outer loading* value of each indicator on its respective construct is higher than its loadings on other constructs. This confirms that each indicator primarily measures the construct it is intended to measure, thus satisfying the criterion for discriminant validity based on *cross loadings*.

Table 4. Fornell-Lacker Criterion

	X1	**X2**	**Y**	**Z**
X1	**0.768**			
X2	0.626	**0.839**		
Y	0.765	0.660	**0.772**	
Z	0.627	0.658	0.757	**0.794**

The Fornell-Larcker Criterion assesses discriminant validity by comparing the square root of the Average Variance Extracted (AVE) of each construct with its correlation coefficients with other constructs (Hair et al., 2017). The diagonal values in Table 4 represent the square root of AVE. As shown in Table 4, the square root of AVE for each construct is greater than its correlation with any other construct. This finding confirms that the constructs are sufficiently distinct from each other, thus satisfying the Fornell-Larcker criterion for discriminant validity.

Table 5. Heterotrait-Monotrait (HTMT)

	Heterotrait-monotrait ratio (HTMT)
X2 <-> X1	0.667
Y <-> X1	0.826
Y <-> X2	0.701
Z <-> X1	0.675
Z <-> X2	0.696
Z <-> Y	0.814

Discriminant validity is considered established if the HTMT values are belom 0.90 (Hair et al., 2017, 2019; Henseler et al., 2015). As presented in Table 5, all HTMT values in this measurement model are below 0.90. This indicates that the discriminant validity of the research model is well-established.

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Composite Reliability

Table 6. Composite Reliability

	Cronbach's alpha	Composite reliability (rho_c)
X1	0.901	0.920
X2	0.953	0.959
Y	0.924	0.936
Z	0.926	0.939

Reliability was assessed using Composite Reliability and Cronbach's Alpha, with values above 0.70 generally indicating good reliability (Hair et al., 2017). As presented in Table 6 all these values are well above the 0.70 threshold, indicating high reliability for all constructs in the research model. Therefore, the research instrument is declared reliable.

Structural Model Assessment

R-Squared

Tabel 7. R-Squared (R^2)

	R-square	R-square adjusted
Y	0.719	0.711
Z	0.509	0.500

The coefficient of determination (R^2) assesses the explanatory power of the independent variables on the dependent variable. Based on Table 7, the R^2 values for the endogenous variables are as follows:

- For Entrepreneurial Intention (Y), the R^2 value is 0.719. This indicates that Entrepreneurship Education (X1), Family Environment (X2), and Self-Efficacy (Z) collectively explain 71.9% of the variance in Entrepreneurial Intention (Y). This value is considered a strong influence, as it approaches 0.75. The remaining 28.1% is explained by other factors outside this research model.
- For Self-Efficacy (Z), the R^2 value is 0.509. This suggests that Entrepreneurship Education (X1) and Family Environment (X2) collectively explain 50.9% of the variance in Self-Efficacy (Z). This influence is categorized as moderate. The remaining 49.1% is explained by other factors outside this research model.

Predictive Relevance (Q^2)

Table 8. Q-Squared

	Q^2predict
Y	0.609
Z	0.470

As presented in Table 8:

- The Q^2 value for Entrepreneurial Intention (Y) is 0.609. This value indicates large predictive relevance, showing that the research model has excellent predictive capability for the Entrepreneurial Intention (Y) variable.
- The Q^2 value for Self-Efficacy (Z) is 0.470. This value also indicates large predictive relevance, showing that the research model has excellent predictive capability for the Self-Efficacy (Z) variable.

Hypothesis Testing

The hypotheses were tested by examining the path coefficients, t-statistics, and p-values obtained from the bootstrapping procedure. A p-value less than 0.05 and a t-statistic greater than 1.96 (at a 5% significance level) indicate a significant effect.

Table 9. Path Coefficients

	Original sample (O)	T statistics (|O/STDEV|)	P values
X1 -> Y	0.436	3.606	0.000
X1 -> Z	0.353	3.670	0.000
X2 -> Y	0.121	1.080	0.280
X2 -> Z	0.437	5.237	0.000
Z -> Y	0.404	3.517	0.000

Direct Effects

The results for direct effects are summarized in Table 9.

- H1: Entrepreneurship Education (X1) has a positive and significant effect on Self-Efficacy (Z). The path coefficient is 0.353, with a t-statistic of 3.670 and a p-value of 0.000. Since $p < 0.05$ and $t > 1.96$, H1 is supported.
- H2: Family Environment (X2) has a positive and significant effect on Self-Efficacy (Z). The path coefficient is 0.437, with a t-statistic of 5.237 and a p-value of 0.000. Since $p < 0.05$ and $t > 1.96$, H2 is supported.
- H3: Entrepreneurship Education (X1) has a positive and significant effect on Entrepreneurial Intention (Y). The path coefficient is 0.436, with a t-statistic of 3.606 and a p-value of 0.000. Since $p < 0.05$ and $t > 1.96$, H3 is supported.
- H4: Family Environment (X2) has a positive and significant effect on Entrepreneurial Intention (Y). The path coefficient is 0.121, with a t-statistic of 1.080 and a p-value of 0.280. Since $p > 0.05$ and $t < 1.96$, H4 is not supported.

- H5: Self-Efficacy (Z) has a positive and significant effect on Entrepreneurial Intention (Y). The path coefficient is 0.404, with a t-statistic of 3.517 and a p-value of 0.000. Since $p < 0.05$ and $t > 1.96$, H5 is supported.

Table 10. Spesific Indirect Effect

	Original sample (O)	T statistics (|O/STDEV|)	P values
X1 -> Z -> Y	0.143	2.706	0.007
X2 -> Z -> Y	0.177	2.687	0.007

Indirect Effects

The results for indirect effects are summarized in Table 10.

- H6: Self-Efficacy (Z) mediates the positive effect of Entrepreneurship Education (X1) on Entrepreneurial Intention (Y). The indirect path coefficient is 0.143, with a t-statistic of 2.706 and a p-value of 0.007. Since $p < 0.05$ and $t > 1.96$, H6 is supported, indicating that Self-Efficacy significantly mediates the positive effect of Entrepreneurship Education on Entrepreneurial Intention.
- H7: Self-Efficacy (Z) mediates the positive effect of Family Environment (X2) on Entrepreneurial Intention (Y). The indirect path coefficient is 0.177, with a t-statistic of 2.687 and a p-value of 0.007. Since $p < 0.05$ and $t > 1.96$, H7 is supported, indicating that Self-Efficacy significantly mediates the positive effect of Family Environment on Entrepreneurial Intention.

DISCUSSION

Discussion of Direct Effects

- **The Influence of Entrepreneurship Education (X1) on Self-Efficacy (Z) (H1)**

  H1 predicting a positive and significant effect of Entrepreneurship Education (X1) on Self-Efficacy (Z), was supported (β=0.353, $p = 0.000$, $t = 3.670$). This finding aligns with Ajzen's (2005) Theory of Planned Behavior (TPB), where entrepreneurship education enhances perceived behavioral control (self-efficacy) by providing necessary knowledge, skills, and experience to boost self-confidence. This result is consistent with previous studies. For instance, Nugroho et al. (2023) found that entrepreneurship education positively and significantly influenced students' self-efficacy. Similar findings were reported by Yeh et al. (2021), Saptono et al. (2021), and Hermawan et al. (2022), reinforcing the role of entrepreneurship education in developing self-efficacy.

- **The Influence of Family Environment (X2) on Self-Efficacy (Z) (H2)**

  H2 positing a positive and significant effect of Family Environment (X2) on Self-Efficacy (Z), was also supported (β=0.437, p = 0.000, t = 5.237). This result aligns with TPB's concept of background factors (Ajzen, 2005), where positive family environments, through support, values, and shared experiences, foster an individual's self-confidence and belief in their capacity. This finding is consistent with prior research, such as Utari & Sukidjo (2020) who found a positive and significant effect of family environment on self-efficacy. Studies by Amalia et al. (2021), Lestari & Sukirman (2020), and Rastiti (2021) also corroborate this, emphasizing the foundational role of family in self-efficacy development.

- **The Influence of Entrepreneurship Education (X1) on Entrepreneurial Intention (Y) (H3)**

  H3 which proposed a positive and significant effect of Entrepreneurship Education (X1) on Entrepreneurial Intention (Y), was supported (β=0.436, p = 0.000, t = 3.606). This aligns with TPB's 'attitude toward the behavior' concept (Ajzen, 2005), where entrepreneurship education fosters positive evaluations of entrepreneurial activities by imparting knowledge, building confidence, and reducing perceived negative risks, thereby increasing entrepreneurial intention. This finding is consistent with extensive prior research, including, Karyaningsih et al. (2020), Zhang et al. (2022), Mardiah et al. (2023), confirming its importance in shaping entrepreneurial intention.

- **The Influence of Family Environment (X2) on Entrepreneurial Intention (Y) (H4)**

  H4 proposing a positive and significant effect of Family Environment (X2) on Entrepreneurial Intention (Y), was not supported (β=0.121, p = 0.280, t = 1.080). Despite a positive path coefficient, the effect was not statistically significant. This finding diverges from some previous studies by Amadea & Riana (2020), Dewanti et al. (2021), and Bella et al. (2024) but aligns with others, such as Wardani & Nugraha (2021), who also found no significant effect of family environment on student entrepreneurial intention. The non-significance might be attributed to the specific context of respondents (students in XII IPS SMAN 19 Bekasi City), where pre-research findings and questionnaire results indicated limited family support, a lack of entrepreneurial role models, or traditions within their families. Wardani & Nugraha (2021) explained similar results by parents' preference for stable employment over entrepreneurial risk, which might apply here.

- **The Influence of Self-Efficacy (Z) on Entrepreneurial Intention (Y) (H5)**

  H5 proposing a positive and significant effect of Self-Efficacy (Z) on Entrepreneurial Intention (Y), was strongly supported (β=0.404, p = 0.000, t = 3.517). This finding is highly consistent with TPB's 'perceived behavioral control' concept (Ajzen, 2005), where stronger self-efficacy directly translates to higher intentions to perform a behavior. Individuals with high self-efficacy are more confident in overcoming challenges and recognizing opportunities, thereby boosting their entrepreneurial intention. This result is in line with numerous previous studies including Roni & Sanaji (2020), Chien-Chi et al. (2020), and Sudimantoro (2023), reinforcing self-efficacy as a strong predictor of entrepreneurial intention.

Discussion of Indirect Effects and Mediation Analysis

- **Entrepreneurship Education (X1) on Entrepreneurial Intention (Y) through Self-Efficacy (Z) (H6)**

  Hypothesis 6 (H6), asserting that Self-Efficacy (Z) mediates the positive effect of Entrepreneurship Education (X1) on Entrepreneurial Intention (Y), was supported. The indirect path coefficient was 0.143 (p = 0.007, t = 2.706). This mediation is consistent with TPB (Ajzen, 2005), where educational background can shape perceived behavioral control (self-efficacy), which then influences intention. Self-efficacy acts as a crucial bridge, transforming the knowledge from entrepreneurship education into entrepreneurial intention. This finding is aligned with prior studies by Hoang et al. (2020), Wu et al. (2022), and Fan et al. (2024) that identify self-efficacy as a mediator in this relationship.

  To further understand the contribution of this mediating variable, the mediation effect size was calculated using Upsilon (v), following Ogbeibu et al. (2021)'s recommendations ($v < 0.01$: low; $0.01 \leq v < 0.075$: moderate; $v \geq 0.175$: high). For H6, the Upsilon value was 0.02035, indicating a moderate mediation effect. This suggests that while Entrepreneurship Education directly influences entrepreneurial intention, its effect is also significantly channeled through an increase in students' self-efficacy, emphasizing the important role of self-efficacy as a bridge for students to translate entrepreneurial education into entrepreneurial intention.

- **Family Environment (X2) on Entrepreneurial Intention (Y) through Self-Efficacy (Z) (H7)**

  H7 proposing that Self-Efficacy (Z) significantly mediates the positive effect of Family Environment (X2) on Entrepreneurial Intention (Y), was supported. The indirect path coefficient was 0.177 ($p = 0.007$, $t = 2.687$). This finding aligns with TPB's emphasis on social background factors (Ajzen, 2005) influencing perceived behavioral control. A supportive family environment fosters self-efficacy, which in turn mediates this support into entrepreneurial intention. This is consistent with previous research by Utari & Sukidjo (2020), Amaliah et al. (2021), and Mahfudzi et al. (2022) underscoring the vital role of self-efficacy as a bridge between family influence and entrepreneurial intention. For H7, the Upsilon value was 0.03117, also indicating a moderate mediation effect. This confirms that even if the direct effect of Family Environment on Entrepreneurial Intention is not significant (as shown by H4), its positive contribution is effectively transmitted indirectly by influencing and enhancing students' self-efficacy, highlighting self-efficacy as a crucial process where positive family support and conditions can be translated into entrepreneurial intention within students.

The findings reinforce the Theory of Planned Behavior in predicting entrepreneurial intention, specifically highlighting self-efficacy as a crucial mediator between educational and family influences and an individual's entrepreneurial intent.

Practically, these results underscore the importance of fostering entrepreneurial ecosystems involving both formal education and family units. Educational institutions should enhance curricula to build self-efficacy, while families, even non-entrepreneurial ones, should promote supportive environments to bolster children's self-belief, acknowledging family's vital indirect influence on intention through self-efficacy.

However, this study has limitations, including a relatively small sample size and its focus solely on Social Sciences (IPS) students, which may affect generalizability. Future research should address these through longitudinal designs, diversifying the sample to include students from various academic backgrounds and socioeconomic settings, and other potential mediating/moderating variables for a more comprehensive understanding of entrepreneurial intention formation.

CONCLUSION

Based on the comprehensive analysis and discussion within this study, several key conclusions regarding entrepreneurial intention among students at Class XII IPS SMA Negeri 19 Kota Bekasi can be drawn:

1. Entrepreneurship Education (X1) is found to have a positive and significant influence on Self-Efficacy (Z), indicating that robust entrepreneurial education effectively enhances students' self-efficacy.
2. Family Environment (X2) also demonstrates a positive and significant effect on Self-Efficacy (Z), highlighting the crucial role of positive family support in boosting students' self-belief.
3. Entrepreneurship Education (X1) directly and significantly influences Entrepreneurial Intention (Y), proving its effectiveness in fostering students' entrepreneurial aspirations.
4. While Family Environment (X2) shows a positive relationship with Entrepreneurial Intention (Y), its direct effect is not statistically significant, suggesting that other factors might exert a stronger direct influence in this context.
5. Self-Efficacy (Z) is confirmed to have a positive and significant direct effect on Entrepreneurial Intention (Y), underscoring its critical role as a direct predictor of students' entrepreneurial intentions.
6. Self-Efficacy (Z) significantly mediates the positive effect of both Entrepreneurship Education (X1) and Family Environment (X2) on Entrepreneurial Intention (Y). This highlights that while entrepreneurship education directly boosts entrepreneurial intention, its effect is substantially channeled through enhanced self-efficacy. Furthermore, despite the non-significant direct effect of family environment, its positive contribution to entrepreneurial intention is effectively conveyed indirectly by increasing students' self-efficacy.

In summary, this study reinforces the applicability of the Theory of Planned Behavior in an entrepreneurial context, providing valuable insights for educators and families in developing students' self-efficacy and fostering their entrepreneurial intentions.

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