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FROM CLASSROOM TO STARTUP: EXPLORING ENTREPRENEURIAL INTENTIONS IN INDONESIAN UNIVERSITIES

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Abstract:

Background: The incorporation of entrepreneurship education into higher education institutions has been nationally advocated as a means to develop entrepreneurial interest of students. Yet, empirical evidence regarding the effectiveness of entrepreneurship education, especially in developing countries like Indonesia, remains puzzling. Previous research tends to emphasize one-off variables, neglecting the synergistic presence of the entrepreneurial ecosystem elements within universities, such as ecosystem quality, lecturer quality, home environment, and infrastructure support.
Purpose: This study aims to examine the influence of entrepreneurship education, curriculum quality, faculty competence, family environment, and facility support on students' entrepreneurial interest at Indonesian universities.
Design/methodology/approach: The study employs Partial Least Squares Structural Equation Modeling (PLS-SEM) using a quantitative, cross-sectional survey design. Data were collected from 364 students who had completed entrepreneurship courses at 26 universities in Indonesia. The structural model examines Entrepreneurship Education (EE), Curriculum Quality (CQ), Faculty Competence (FC), and Family Environment (FE) as antecedents of Facility Support (FS), with Facility Support (FS) subsequently predicting Entrepreneurial Interest (EI).
Findings/results: Faculty Competence (FC) has the strongest positive effect on Facility Support (FS) ($\beta = 0.487$, $p < 0.001$), followed by Curriculum Quality (CQ) ($\beta = 0.148$, $p = 0.025$) and Family Environment (FE) ($\beta = 0.136$, $p = 0.003$). Entrepreneurship Education (EE) has a positive but statistically insignificant effect on Facility Support (FS) ($\beta = 0.067$, $p = 0.299$). Facility Support (FS) has a positive and significant effect on Entrepreneurial Interest (EI) ($\beta = 0.328$, $p < 0.001$).
Conclusion: The study concludes that students' entrepreneurial interest is strengthened by an integrated entrepreneurial ecosystem in which facility support serves as an important institutional mechanism. Faculty competence is the strongest predictor of facility support, while curriculum quality and family environment also make significant positive contributions. Entrepreneurship education alone does not significantly predict facility support.
Originality/value (State of the art): This study contributes to the entrepreneurship education literature by empirically testing an ecosystem model that combines academic, institutional, and family dimensions and highlights the bridging role of facility support in strengthening entrepreneurial interest.

Keywords: entrepreneurship education, curriculum quality, faculty competence, family environment, facility support, entrepreneurial interest

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INTRODUCTION

COVID-19 has created an unstable social climate that has led to the global labor market experiencing the consequence of a widespread increase in unemployment rates, thereby negatively impacting career opportunities for students (Barba-Sánchez, Salinero, Jiménez Estévez, & Ruiz-Palomino, 2023) (Gazi, et al. 2023) (Zhu, Zhao, Long, Huang, & Huang, 2022). This situation demands strategic solutions that not only focus on job creation by the industrial sector or government but also require systemic intervention from higher education institutions to guide students away from relying solely on available job opportunities and toward creating their own employment opportunities. The mindset of students, from job seekers to job creators, can be transformed through higher education by enhancing entrepreneurship education. (Hartono, 2021) The role of higher education institutions in strengthening comprehensive and relevant entrepreneurship education is crucial in fostering students' interest in entrepreneurship. Entrepreneurship education provided to students, according to academics, is a practical approach because it prepares students to navigate the ever-changing and unstable job market. (Killingberg, Kubberød, & Blenker, 2020).

Entrepreneurship education encompasses the skills and knowledge necessary to start a business. (Gazi, et al. 2024). Entrepreneurship education, facilitated by higher education institutions, plays a significant role in motivating, teaching, training, and nurturing students to become creative and innovative, thereby changing their attitudes and mindset from seeking employment to creating job opportunities (Sasongko, Eni, & Aguzman, 2024). According to (Kostakis & Tsagarakis, 2022), entrepreneurship helps students who are unemployed not only in finding jobs but also in creating additional job opportunities.

Entrepreneurship plays a crucial role as a fundamental driver of economic growth and the improvement of GDP per capita, as evidenced by empirical findings showing that an average one-percent increase in the Global Entrepreneurship Index (GEI) is associated with a significant 3.04 percent rise in GDP per capita (Zarkua, Heijman, Benešová, & Krivko, 2025). This strong correlation highlights how entrepreneurial activity not only stimulates economic performance but also contributes to broader societal development. The efforts of entrepreneurs are consistently recognized as the backbone of society, given their ability to generate innovation, create new opportunities, and enhance living standards through the introduction of novel products, services, and business models (Nowinski, Haddoud, Lancaric, Egerova, & Czegledi, 2019). Moreover, entrepreneurship fosters resilience and adaptability within economies, enabling communities to respond effectively to global challenges and technological transformations (Ratten & Jones, 2020). In addition, the innovative spirit and proactive initiatives of entrepreneurs are seen as essential in driving sustainable progress, reinforcing the idea that entrepreneurship is not merely an economic activity but a social force that shapes the quality of life and long-term prosperity (Sergi, Opkova, Bogoviz, & Ragulina, 2019).

Indonesia is the fourth most populous country in the world, with 3,277 higher education institutions. This number places Indonesia second in the world after India, which has 5,349 higher education institutions. (Zulfikar, 2024). This situation presents a strategic opportunity to cultivate a competitive and entrepreneurial young generation. However, the reality shows that the effectiveness of entrepreneurship education in Indonesia still faces various challenges. However, the effectiveness of entrepreneurship education is not solely determined by the curriculum but also by the quality of its implementation. Factors such as practical entrepreneurship learning, curriculum quality aligned with industry needs, faculty competence in guiding and inspiring students, and adequate facility support significantly influence the creation of an entrepreneurial ecosystem within higher education institutions. Additionally, external factors such as family support and values also play a role in shaping students' entrepreneurial orientation and motivation. (Kostakis & Tsagarakis, 2022).

Entrepreneurial interest (EI) is an internal drive that encompasses desire, interest, and determination to run a business independently, characterized by a willingness to work hard, without fear of possible risks, and a commitment to continue learning from failures (Munawar & Supriatna, 2018). According to (Hasdiansa & Hasbiah, 2024), entrepreneurial interest is defined as an individual's interest in entrepreneurial activities accompanied by a desire to become an entrepreneur. According to (Wijayangka, Kartawinata, & Novrianto, 2018), entrepreneurial interest is a form of focus and interest in entrepreneurship accompanied

by a drive to learn and explore further. The presence of interest can increase motivation to study entrepreneurial concepts and practice more seriously. Based on research conducted by (Margareta & Sitinjak, 2021) entrepreneurial interest is influenced by income, family environment, and entrepreneurial education. Entrepreneurship education (EE), according to (Rae & Wang, 2015), is the process of understanding and acting on opportunities through initiative, organization, and business management based on a social and behavioral approach. Entrepreneurship education materials are presented through textbooks, slides, films, success stories, and other resources that provide an understanding of entrepreneurship concepts, characteristics, and the competencies required. (Wijaya, 2017).

According to (El-Astal, 2023), a curriculum (CQ) is defined as a prescriptive structure that describes the content of learning in a particular educational program, including the role of the teacher, who will be taught, the media and context of implementation, learning objectives, and methods of evaluating student learning outcomes. The local curriculum has six competencies: identifying and utilizing business opportunities, conducting managerial activities in business operations, effectively managing human resources, implementing marketing strategies and commercial activities, managing finances, and demonstrating professional attitudes and behavior in entrepreneurship. (Djubaedi, Rohadi, & Kodama, 2023). The development of entrepreneurship curriculum in higher education in Indonesia has been established to include materials on technopreneurship, digitalpreneurship, edupreneurship, ecopreneurship, and sociopreneurship (Saputra, Fitri, & Hendrayati, 2023).

Faculty competence (FC) refers to lecturers' ability to integrate entrepreneurial values and practices into the learning process, including creativity, risk awareness, leadership, action orientation, and a strong work ethic (Natuna & Rinaldi, 2017). Factors influencing faculty competence include professional training, innovative teaching methods, entrepreneurial practice, an environment that supports an entrepreneurial culture, and adequate policy support (Huang, An, Liu, Zhuo, & Wang, 2020).

The family environment (FE) encompasses various physical and psychological conditions that shape an individual's personality and behavioral development. Among these, family relationships particularly interactions between parents and children are a crucial component influencing academic achievement, character formation, and a child's ability to express psychological modeling functions. (Krauss & Robins, 2020). Family environmental factors such as parental attention and affection, parental role modeling for children, and family harmony are factors that influence children's development. (Ihsan, 2005).

Facility support (FS) refers to the institutional facilities and support mechanisms that enable students to explore and develop entrepreneurial activities, including incubation spaces, mentoring, training, collaborative workspaces, access to networks, and other entrepreneurship support services. Such support may involve Entrepreneurial Support Organizations (ESOs), professional service providers, higher education institutions, research and innovation centers, and public-sector institutions (Theodoraki & Messeghem, 2017; Ratinho, Amezcua, Honig, & Zeng, 2020).

The problem-solving approach in this study begins by identifying the existing gap, namely the lack of integrative research that simultaneously examines the influence of internal campus factors and external family factors on students' entrepreneurial interest. To address this gap, the study sets clear objectives: to empirically analyze how entrepreneurship education, curriculum quality, faculty competence, family environment, and facility support contribute to entrepreneurial interest. By constructing a conceptual framework that positions these variables as determinants, the study aims to test both direct and indirect relationships that may strengthen students' motivation to become job creators rather than job seekers.

The next step involves designing an appropriate research methodology, specifically a quantitative approach using survey instruments with Likert-scale measurements to capture students' perceptions of the factors under study. Data analysis will employ regression or Structural Equation Modeling (SEM) to examine the simultaneous and integrative effects of internal and external variables.

The purpose of this study is to address the urgent need for effective strategies that can help students navigate the unstable labor market in the post-COVID-19 era. Rising unemployment rates and limited career opportunities have highlighted the importance of

shifting students' mindsets from job seekers to job creators. Higher education institutions play a critical role in this transformation by fostering entrepreneurship education that not only equips students with knowledge and skills but also cultivates creativity, resilience, and innovation. This study seeks to empirically examine how internal campus factors such as entrepreneurship education, curriculum quality, and faculty competence alongside external influences like family environment, contribute to the development of supportive facilities that strengthen entrepreneurial ecosystems within universities. By investigating these relationships, the study aims to provide evidence-based insights into how universities can enhance their role in motivating and preparing students to pursue entrepreneurship. The urgency lies in ensuring that higher education institutions in Indonesia, which serve one of the largest student populations globally, can implement entrepreneurship education effectively and holistically. The findings are expected to guide policymakers, educators, and families in creating a supportive environment that empowers students to generate employment opportunities, thereby contributing to economic growth and social resilience.

METHODS

This study is a quantitative study that aims to examine the influence of several independent variables on students' interest in entrepreneurship. Quantitative methods involve the collection and analysis of data used to summarize, calculate averages, identify patterns, make predictions, test cause-and-effect relationships, and generalize results to a broader population, thereby answering scientific research questions. (Rana, Gutierrez, & Oldroyd, 2023). Data collection for this study was conducted using a cross-sectional approach, where data were collected from a population at a single point in time. (Wang & Cheng, 2020). The data collection method used in this study involved a survey using a Likert scale questionnaire as the primary instrument, distributed via Google Forms. The Likert scale is a psychometric instrument widely used in research contexts to measure attitudes, opinions, or perceptions. (Koo & Yang, 2025).

The type of data used in this study is quantitative data, collected to measure the influence of several independent variables on students' entrepreneurial interest. The primary source of data comes from students enrolled in universities in Jakarta who have completed entrepreneurship courses. A total of 364 students from 26 universities, both undergraduate and postgraduate programs, were selected as the sample using purposive sampling.

Data were collected using a cross-sectional survey method, where information was gathered at a single point in time. The main instrument was a Likert-scale questionnaire distributed via Google Forms. The Likert scale was chosen because it is widely recognized as a reliable psychometric tool for measuring attitudes, opinions, and perceptions related to entrepreneurship education, curriculum quality, faculty competence, family environment, facility support, and entrepreneurial interest.

The data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS software. The model uses six constructs with consistent abbreviations throughout the analysis: Entrepreneurship Education (EE), Curriculum Quality (CQ), Faculty Competence (FC), Family Environment (FE), Facility Support (FS), and Entrepreneurial Interest (EI). The structural paths tested are EE → FS, CQ → FS, FC → FS, FE → FS, and FS → EI. Bootstrapping was used to assess path significance using t-statistics ≥ 1.96 and p-values ≤ 0.05.

Based on the literature review, the following hypotheses were formulated:

H1: Entrepreneurship Education (EE) has a positive effect on Facility Support (FS).
H2: Curriculum Quality (CQ) has a positive effect on Facility Support (FS).
H3: Faculty Competence (FC) has a positive effect on Facility Support (FS).
H4: Family Environment (FE) has a positive effect on Facility Support (FS).
H5: Facility Support (FS) has a positive effect on Entrepreneurial Interest (EI).

These hypotheses are grounded in prior studies that highlight the role of education, curriculum, faculty, and family in shaping entrepreneurial ecosystems. Facility support is positioned as a mediating factor that bridges institutional and external influences with students' entrepreneurial interest.

The framework of thought illustrates the relationship between independent variables (entrepreneurship education, curriculum quality, faculty competence, and family environment), the mediating variable (facility support), and the dependent variable (entrepreneurial interest). The conceptual framework proposed in this study is shown in Figure 1.

RESULTS

Outer Model Test

a. Indicator Reliability Test Results

Reliability analysis using the Cronbach's alpha method was conducted to evaluate the consistency and reliability of the indicators employed in this study. Cronbach's alpha is widely recognized as one of the most commonly used statistical techniques to measure internal consistency, particularly in research involving latent constructs and multiple observed variables. Cronbach's alpha value greater than 0.7 is considered acceptable, indicating that the set of items used in the measurement is sufficiently reliable (Table 1).

The results presented in Table 2 indicate that all variables (FS, FC, CQ, FE, EI, and EE) achieved Cronbach's Alpha values above the threshold of 0.7, thereby confirming that the instruments employed in this study possess excellent reliability. Among these, the EI variable demonstrates the strongest internal consistency, with a Cronbach's Alpha value of 0.935, signifying its robustness in measuring the intended construct. Meanwhile, the FE variable, although recording the lowest value at 0.817, still meets the reliability standard, as it surpasses the minimum requirement of 0.7, making it appropriate for subsequent analysis. These findings reinforce the credibility of the measurement model and ensure that the data collected can be interpreted with confidence.

b. Internal Composite Reliability Test Results

The internal consistency reliability in this study was measured using Composite Reliability (CR). Based on general guidelines for confirmatory research, a Composite Reliability value above 0.70 is considered adequate (Ghozali & Latan, 2015). The results of the Composite Reliability test in this study are presented in Table 3.

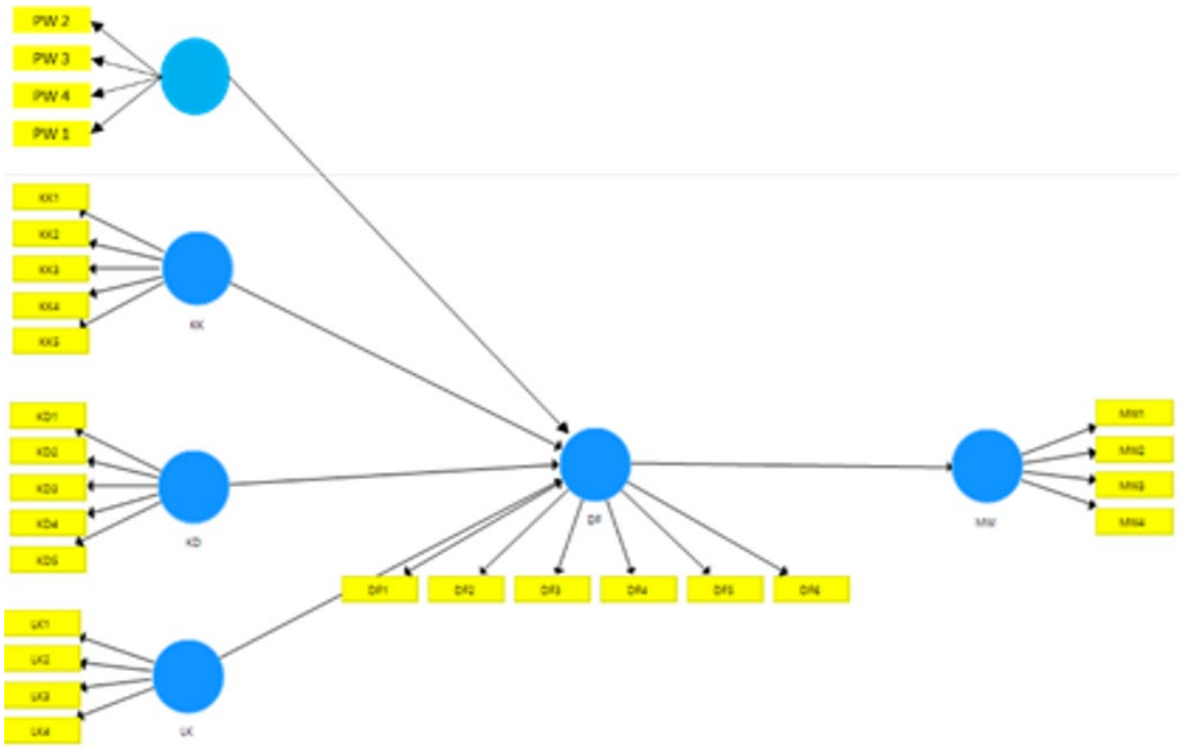


Figure 1. Conceptual framework: Entrepreneurship Education (EE), Curriculum Quality (CQ), Faculty Competence (FC), and Family Environment (FE) → Facility Support (FS) → Entrepreneurial Interest (EI)

Table 1. Construct reliability and validity between entrepreneurship education, facility support, curriculum quality, faculty competence, family environment

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Facility Support (FS)	0.883	0.884	0.911	0.631
Faculty Competence (FC)	0.868	0.874	0.905	0.656
Curriculum Quality (CQ)	0.900	0.899	0.926	0.714
Family Environment (FE)	0.817	0.825	0.879	0.645
Entrepreneurial Interest (EI)	0.935	0.938	0.954	0.837
Entrepreneurship Education (EE)	0.891	0.894	0.925	0.754

Table 2. Cronbach's alpha value between entrepreneurship education, facility support, curriculum quality, faculty competence, family environment

	Cronbach's Alpha	Rule of Thumb	Result
Facility Support (FS)	0.883	0.70	Reliable
Faculty Competence (FC)	0.868	0.70	Reliable
Curriculum Quality (CQ)	0.900	0.70	Reliable
Family Environment (FE)	0.817	0.70	Reliable
Entrepreneurial Interest (EI)	0.935	0.70	Reliable
Entrepreneurship Education (EE)	0.891	0.70	Reliable

Table 3. Composite reliability between entrepreneurship education, facility support, curriculum quality, faculty competence, family environment

	Composite Reliability	Rule of Thumb	Result
Facility Support (FS)	0.911	0.70	Reliable
Faculty Competence (FC)	0.905	0.70	Reliable
Curriculum Quality (CQ)	0.926	0.70	Reliable
Family Environment (FE)	0.879	0.70	Reliable
Entrepreneurial Interest (EI)	0.954	0.70	Reliable
Entrepreneurship Education (EE)	0.925	0.70	Reliable

The data in Table 3. shows that all variables have a Composite Reliability value above 0.7. This condition means that the constructs in this study have excellent reliability. The EI variable has the highest CR value (0.954), indicating that it is highly consistent in measuring the intended concept. In contrast, the FE variable has the lowest CR value (0.879), but it is still far above the threshold, making it reliable. This finding indicates that the research instrument is trustworthy and suitable for further analysis.

c. Convergent Validity Test Results

According to Ghozali & Latan (2015), AVE values are considered to meet the criteria for convergent validity if they exceed 0.5. The data in Table 4 show that all outer loading indicators are above 0.70. No indicators need to be eliminated because none of the outer loading values are below the recommended threshold. Therefore, all indicators meet the convergent validity requirements, and the measurement model is valid for further analysis.

The data in Table 5 shows that all variables have AVE values above 0.5. This condition means that the indicators in each construct meet the convergent validity criteria. The EI variable has an AVE value of 0.837, the highest among all variables, indicating that the construct effectively explains the variance of the indicators. Meanwhile, the FS variable has the lowest AVE value (0.631) but remains above the threshold, thus still being deemed valid.

Table 4. Outer loading values after deletion between entrepreneurship education, facility support, curriculum quality, faculty competence, family environment

	FS	FC	CQ	FE	EI	EE
FS1	0.752					
FS2	0.810					
FS3	0.809					
FS4	0.786					
FS5	0.784					
FS6	0.822					
FC1		0.737				
FC2		0.855				
FC3		0.826				
FC4		0.866				
FC5		0.757				
CQ1			0.797			
CQ2			0.836			
CQ3			0.867			
CQ4			0.878			
CQ5			0.844			
FE1				0.816		
FE2				0.764		
FE3				0.860		
FE4				0.769		
EI1					0.927	
EI2					0.897	
EI3					0.905	
EI4					0.931	
EE2						0.880
EE3						0.858
EE4						0.850
EE1						0.884

Note: Facility Support (FS); Faculty Competence (FC); Curriculum Quality (CQ); Family Environment (FE); Entrepreneurial Interest (EI); Entrepreneurship Education (EE)

Table 5. Average Variance Extracted (AVE) results between entrepreneurship education, facility support, curriculum quality, faculty competence, family environment, and entrepreneurial interest

Variable	Average Variance Extracted (AVE)	Rule of Thumb	Result
Facility Support (FS)	0.631	0.50	Valid
Faculty Competence (FC)	0.656	0.50	Valid
Curriculum Quality (CQ)	0.714	0.50	Valid
Family Environment (FE)	0.645	0.50	Valid
Entrepreneurial Interest (EI)	0.837	0.50	Valid
Entrepreneurship Education (EE)	0.754	0.50	Valid

d. Discriminant Validity Test Results

The next step in validity testing is to evaluate discriminant validity using the Fornell-Larcker Criterion and cross-loading approaches. The Fornell-Larcker Criterion is met if the square root of the AVE (Average Variance Extracted) for each construct is greater than its correlation value with other constructs. Meanwhile, cross-loading is performed by checking whether each indicator has the highest loading on its construct compared to other constructs.

The results of discriminant validity testing presented in Table 6, using the Fornell-Larcker criterion, demonstrate that the square root of the Average Variance Extracted (√AVE) for each construct is consistently higher than the correlation values with other constructs in the same row. This finding provides strong evidence that each construct in the model namely Entrepreneurship Education (FS), Facility Support (FC), Curriculum Quality (CQ), Faculty Competence (FE), Family Environment (EI), and Peer Environment (EE) is empirically distinct and measures a unique dimension of the research framework. For instance, the EI construct shows the highest √AVE value of 0.915, which is substantially greater than its correlations with other variables, thereby reinforcing its discriminant validity. Overall, these results indicate that the measurement model is well-structured, with each construct demonstrating good discriminant validity, thus allowing for more accurate interpretation of the relationships among variables in subsequent analyses. This strengthens the credibility of the research findings and confirms that the constructs are theoretically and empirically reliable in representing the dimensions under study.

e. R-Square (R^2)

The coefficient of determination (R-squared) is used to indicate how much the independent variable can explain the variation in the dependent variable in a structural model. The higher the R Square value, the greater the proportion of endogenous construct variance that the exogenous construct can explain. Based on the rule of thumb proposed by (Sudaryono, 2023), the R-Square assessment in this study is divided into three categories: first, 0.75 as strong, 0.5 as moderate, and 0.25 as weak.

The R-Square results in Table 7 show that Facility Support (FS) has an R^2 value of 0.521 and an adjusted R^2 of 0.516. Using the stated thresholds of 0.25 (weak), 0.50 (moderate), and 0.75 (strong), the R^2 value of 0.521 is classified as moderate. This indicates that 52.1% of the variance in Facility Support is explained by Entrepreneurship Education, Curriculum Quality, Faculty Competence, and Family Environment. Entrepreneurial Interest (EI) has an R^2 value of 0.108 and an adjusted R^2 of 0.105, which is below the 0.25 threshold and is therefore classified as weak; Facility Support explains 10.8% of the variance in Entrepreneurial Interest.

Inner Model Test

The testing of direct effects between constructs was conducted through path coefficient analysis using the bootstrapping method. The significance criteria were based on the rule of thumb of T-statistics ≥ 1.96, indicating a significant relationship at a 95% confidence level, and a P-value ≤ 0.05, indicating a statistically significant relationship (Rahadi, 2023).

The bootstrapping results in Table 8 show that four of the five hypothesized paths are statistically significant. Faculty Competence (FC) has the strongest positive effect on Facility Support (FS) ($\beta = 0.487$, $t = 8.275$, $p < 0.001$). Curriculum Quality (CQ) also has a positive and significant effect on Facility Support ($\beta = 0.148$, $t = 2.256$, $p = 0.025$), as does Family Environment (FE) ($\beta = 0.136$, $t = 2.998$, $p = 0.003$). Entrepreneurship Education (EE) has a positive but insignificant effect on Facility Support ($\beta = 0.067$, $t = 1.040$, $p = 0.299$). Finally, Facility Support has a positive and significant effect on Entrepreneurial Interest (EI) ($\beta = 0.328$, $t = 5.963$, $p < 0.001$). Thus, H2, H3, H4, and H5 are supported, whereas H1 is not supported.

The findings indicate that Entrepreneurship Education (EE) has a positive but statistically insignificant effect on Facility Support (FS) ($\beta = 0.067$, $t = 1.040$, $p = 0.299$); therefore, H1 is not supported. Although entrepreneurship courses introduce students to entrepreneurial concepts, classroom learning alone may not be sufficient to shape students' perceptions of institutional facility support. This suggests that entrepreneurship education should be complemented by incubators, mentoring, industry collaboration, and practical learning facilities.

Curriculum Quality (CQ) has a positive and significant effect on Facility Support (FS) ($\beta = 0.148$, $t = 2.256$, $p = 0.025$), supporting H2. A well-designed entrepreneurship curriculum can encourage universities to provide practical learning facilities that enable students to apply entrepreneurial knowledge. This finding is consistent with the view that entrepreneurship curricula should be accompanied by experiential learning environments and appropriate institutional infrastructure (Wahidmurni et al. 2019; Iqbal et al. 2022; Ribeiro et al. 2018).

Table 6. Fornell-Larcker Criterion test results between entrepreneurship education, facility support, curriculum quality, faculty competence, family environment

	FS	FC	CQ	FE	EI	EE
FS	0.794					
FS	0.692	0.810				
FS	0.561	0.629	0.845			
FS	0.471	0.497	0.428	0.803		
FS	0.328	0.478	0.452	0.382	0.915	
FS	0.561	0.669	0.735	0.441	0.555	0.868

Note: Facility Support (FS); Faculty Competence (FC); Curriculum Quality (CQ); Family Environment (FE); Entrepreneurial Interest (EI); Entrepreneurship Education (EE)

Tabel 7. R Square between entrepreneurship education, facility support, curriculum quality, faculty competence, family environment

	R Square	R Square Adjusted
Facility Support (FS)	0.521	0.516
Entrepreneurial Interest (EI)	0.108	0.105

Table 8. Results of the path coefficients direct effects test (Bootstrapping) between entrepreneurship education, facility support, curriculum quality, faculty competence, family environment

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
FS → EI	0.328	0.330	0.055	5.963	0.000
FC → FS	0.487	0.488	0.059	8.275	0.000
CQ → FS	0.148	0.152	0.065	2.256	0.025
FE → FS	0.136	0.136	0.045	2.998	0.003
EE → FS	0.067	0.065	0.064	1.040	0.299

Note: Facility Support (FS); Faculty Competence (FC); Curriculum Quality (CQ); Family Environment (FE); Entrepreneurial Interest (EI); Entrepreneurship Education (EE)

Lecturer competence demonstrates the strongest positive effect on facility support among the antecedent variables. Competent lecturers are more likely to implement experiential and practice-oriented learning, which naturally increases the demand for adequate entrepreneurial facilities. This result supports Huang et al. (2020) and Lv et al. (2021), who highlighted the importance of lecturer capability in designing entrepreneurship education supported by appropriate infrastructure. It also reinforces the experiential learning approach proposed by Sardanto and Sumantri (2017), emphasizing that entrepreneurial competencies develop more effectively when learning activities are supported by suitable facilities. These findings underline that lecturers play a strategic role not only in knowledge transfer but also in stimulating institutional investment in entrepreneurship support systems.

Family Environment (FE) has a positive and significant effect on Facility Support (FS) ($\beta = 0.136$, $t = 2.998$, $p = 0.003$), supporting H4. Family encouragement may increase students' willingness to engage with and make use of entrepreneurship-related resources provided by universities. This result indicates that family support complements institutional efforts to strengthen students' participation in the entrepreneurial ecosystem.

Facility Support (FS) has a positive and significant effect on Entrepreneurial Interest (EI) ($\beta = 0.328$, $t = 5.963$, $p < 0.001$), supporting H5. The availability of business incubators, entrepreneurial training, mentoring, collaborative spaces, and related support mechanisms can strengthen students' confidence and willingness to pursue entrepreneurship. This finding is consistent with Lin-Lian et al. (2022) and Jansen et al. (2015), which emphasize the role of entrepreneurial infrastructure in supporting entrepreneurial development.

Managerial Implications

This research has important managerial implications for higher education leaders and policymakers responsible for entrepreneurship development. First, Faculty Competence (FC), as the strongest predictor of Facility Support (FS), should be strengthened through professional development, industry immersion, practitioner training, and entrepreneurial mentoring. Second, the significant effect of Curriculum Quality (CQ) on Facility Support indicates that experiential and project-based curricula should be aligned with access to incubators, laboratories, startup studios, and other entrepreneurship facilities. Third, the significant contribution of Family Environment (FE) suggests that universities can involve families in entrepreneurship outreach and awareness activities. Finally, because Entrepreneurship Education (EE) alone does not significantly predict Facility Support, universities should avoid relying solely on classroom delivery and instead develop an integrated entrepreneurial ecosystem.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study demonstrates that Curriculum Quality (CQ), Faculty Competence (FC), and Family Environment (FE) significantly and positively influence Facility Support (FS), whereas Entrepreneurship Education (EE) has a positive but statistically insignificant effect on Facility Support. Among the antecedents, Faculty Competence is the strongest predictor of Facility Support ($\beta = 0.487$). Facility Support, in turn, has a positive and significant effect on Entrepreneurial Interest (EI) ($\beta = 0.328$). These findings indicate that entrepreneurial interest is better strengthened when entrepreneurship learning is embedded within an integrated ecosystem that combines competent faculty, relevant curriculum, supportive family influences, and accessible institutional facilities.

Recommendations

Universities should reconceptualize the role of lecturers as ecosystem builders by incorporating entrepreneurship-related activities such as mentoring, industry collaboration, and startup supervision into performance evaluations. Curricula should also be redesigned to emphasize experiential learning and require students to utilize campus facilities, ensuring that infrastructure investments directly support entrepreneurial development.

Additionally, management should integrate entrepreneurship resources into a cohesive system, strengthen collaboration with industry and government, and involve families in outreach activities to promote entrepreneurship as a viable career path. Future research is encouraged to expand the model by including mediating and moderating variables such as entrepreneurial self-efficacy, institutional culture, and government support, while employing longitudinal designs to capture dynamic changes in students' entrepreneurial interest over time.

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