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Antecedents of Students' Entrepreneurial Intentions in Indonesia: The Moderating Effect of Parental Involvement

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Abstract−This study addresses the issue of higher education graduates in Indonesia favoring employment over entrepreneurship by examining the factors influencing entrepreneurial intentions among students at private universities in the Jabodetabek area, with a focus on the moderating role of parental involvement in the relationship between entrepreneurship education, academic support, and entrepreneurial intentions. Data were collected from 143 respondents through online questionnaires using a Likert scale, with a non-probability purposive sampling technique. The data analysis, conducted using SmartPLS 4 and Structural Equation Modeling (SEM), revealed that entrepreneurship education and academic support have significant direct effects on entrepreneurial intentions. Specifically, the T-statistic for entrepreneurship education was 4.831, exceeding the critical threshold of 1.65, with a P-value of 0.000, indicating a strong and significant positive influence on entrepreneurial intention. Similarly, academic support yielded a T-statistic of 3.253 and a P-value of 0.001, confirming a significant positive impact on entrepreneurial intention. However, parental involvement did not significantly moderate these relationships, as evidenced by a T-statistic of 1.399 (P-value of 0.162) for the moderation of entrepreneurship education and a T-statistic of 1.504 (P-value of 0.109) for the moderation of academic support, both of which fall below the required threshold of 1.65. These results suggest that while entrepreneurship education and academic support are critical in fostering entrepreneurial intentions, parental involvement does not significantly enhance their effects in this context. To promote entrepreneurial intentions among Indonesian students, it is recommended that educational institutions and government bodies implement curriculum improvements and provide additional support, while also encouraging parents to offer meaningful guidance and resources to support their children's entrepreneurial aspirations.

Keywords: Entrepreneurship Education; Academic Support; Entrepreneurial Intentions; Parental Involvement; Indonesian Students; Private Universities

1. INTRODUCTION

Entrepreneurship has become increasingly important for economic growth and development, leading to a surge in research on the factors that influence individuals' entrepreneurial intentions. Becoming an entrepreneur means an individual strives to create their own employment opportunities by establishing a new business or innovation(Anwar et al., 2022). Through these entrepreneurial steps, the individual can enhance economic stability for themselves and the individuals in their environment. Becoming an entrepreneur means an individual is no longer solely dependent on the availability of employment in the labor market. Furthermore, the role of entrepreneurs has a positive impact on the government and the nation, as they reduce the number of job seekers and the unemployed, at least for themselves(Shafiu et al., 2020). The issue of unemployment is closely tied to economic development. When a country's economic conditions are stable, there will naturally be more job opportunities. Conversely, if economic growth is poor, the available job opportunities will decrease, leaving many job seekers without employment (Rolando, Cahyadi, et al., 2024; Sugianto et al., 2022).

Cultivating entrepreneurial aspirations in students presents an effective strategy to address this issue. Each year, over 1,703 higher education institutions in Indonesia produce at least 400,000 graduates who must compete for limited job opportunities in an increasingly competitive market, a consequence of the country's ongoing economic challenges (Indrawati & Kuncoro, 2021; Rolando, Pasaribu, et al., 2024; Saehu et al., 2023). This contributes to rising unemployment rates in Indonesia. To tackle this problem, the Indonesian government has taken proactive steps to promote and nurture entrepreneurship among university students, including through the implementation of entrepreneurship education programs and the provision of academic support. Therefore, a crucial first step in entrepreneurship is cultivating entrepreneurial intentions to become an entrepreneur by integrating entrepreneurship education, academic support, and active parental involvement. By combining practical entrepreneurship education, targeted academic support, and positive parental influence, students can develop strong and sustainable entrepreneurial intentions((Adam et al., 2021; Alabduljader et al., 2018; Saptono et al., 2019). This foundation is essential for nurturing an entrepreneurial mindset and entering the business world with confidence and preparedness.

Jabodetabek is a metropolitan area in Indonesia that encompasses Jakarta, the capital city, and its surrounding regencies and cities. This region is home to a significant proportion of Indonesia's higher education institutions, making it a prime location to study the factors influencing students' entrepreneurial intentions (Suprapto, 2020). Particulary the private universities in Jabodetabek area is one of the potential sources of future entrepreneurs, given their diverse student populations and curricular offerings. Therefore, this research will focus on students from private universities in the Jabodetabek region.

Entrepreneurship education is an academic discipline that examines the behaviours, values, and capabilities of individuals in facing various life challenges (Ingriana et al., 2024; Mulyono & Rolando, 2024). It refers to training related to the informal sector, aiming to stimulate individuals' motivation and provide guidance in creating employment opportunities through their own efforts. Entrepreneurship education focuses on shaping entrepreneurial character, which


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involves the desire and courage to handle various life problems innovatively and balanced and encourages individuals to seek solutions independently without relying on others. The primary objective of entrepreneurship education is to develop individuals with the necessary character, skills, and understanding to become entrepreneurs. Entrepreneurship education also plays a crucial role in cultivating ambition, spirit, and character to promote entrepreneurship among the youth, as this teaching is considered a foundation that influences the overall intention to become a successful entrepreneur in the future. In the context of higher education, entrepreneurship education is a key element in providing individuals with the impetus to plan entrepreneurial career opportunities. By imparting knowledge and training in the field of entrepreneurship, this education can enhance individuals' motivation to engage in entrepreneurial activities. Empirical research has shown that entrepreneurship education has a positive impact on entrepreneurial intentions.

Academic support in the context of students' entrepreneurial intentions can be described as incentives or situations provided by higher education institutions to facilitate the emergence of entrepreneurial intentions among students (Gajda, 2016; Shukaili et al., 2021). Academic support refers to the academic freedom practiced by students. For comparison, the Indonesian Government Regulation No. 66 of 1999 defines academic freedom as the right of every individual who is part of the academic community to be responsible and independently manage education and the development of science and technology (Berlian & Rohman, 2020; S. A. et al., 2020). According to the literature, academic support can provide encouragement to promote proactive behaviour and adopt positive behaviours, thereby enhancing entrepreneurial intentions. According to the literature, successful entrepreneurs are often individuals who grew up in entrepreneurial family environments, as they have acquired diverse and in-depth business experiences (Anwar et al., 2022; Zakuan & Buang, 2022). The role of parents in this profession has a significant impact on shaping an entrepreneurial culture (Ahmed, 2022). This underscores that an entrepreneurial culture is formed through factors such as the environment, habits, and personal characteristics that are instilled from childhood and continue to develop as they mature (Ahmed, 2022).

Parents play a significant role as an internal factor in shaping their children's future career paths. The urgency of the parental involvement lies in providing encouragement, motivation, and support to their children to foster a high level of participation in entrepreneurial activities (Ahmed, 2022). Even though a student may have received extensive education and academic support during their studies, there is no guarantee that they will apply their knowledge and experience as an entrepreneur without the support or influence of their parents in choosing their career path (Wang et al., 2023; Wu et al., 2023). Parents who are entrepreneurs can serve as role models and influence their children's interest in entrepreneurship in the future. Conversely, parents who are employees can also serve as examples for their children to choose a profession as an employee with a lower level of risk. Studies have shown that the parental role can moderate the impact of venture capital on entrepreneurial attitudes (Ahmed, 2022). According to the literature, students from families with entrepreneurial experiences demonstrate a higher level of interest in entrepreneurship. According to the literature, entrepreneurship education and the moderating role of parental involvement have a significant impact on students' entrepreneurial intentions This suggests that entrepreneurship education and parental contributions are considered primary factors influencing a student's desire to become an entrepreneur, with the goal of achieving success, prosperity, and a better future . The entrepreneurship education provided during college is considered an adequate foundation to equip students with the ability to implement this knowledge through business establishment. Meanwhile, the role of parents as supporters, providers of support, and sources of resources, both in the form of material and psychological support, creates an effective synergy in enhancing students' entrepreneurial determination (Hasanah & Nurhasikin, 2019).

Parental support can involve financial assistance, emotional support, and role modeling(Bhaskara & Inggarwati, 2023). Financial assistance can provide the resources students need to start a business, while emotional support can boost self-confidence and self-belief (Bhaskara & Inggarwati, 2023; Rolando, 2024). Role modeling can provide examples of successful family entrepreneurs, which can strengthen students' beliefs in their ability to succeed as entrepreneurs. Research has shown that parental support plays a significant role in measuring entrepreneurial intentions among university student (Bhaskara & Inggarwati, 2023; Lee et al., 2021; Soleimanof et al., 2021). Students who receive high levels of parental support report higher levels of self-confidence, which can ultimately reflect a higher level of entrepreneurial intention. In summary, the literature suggests that entrepreneurship education, academic support, and parental involvement are important factors influencing students' entrepreneurial intentions.

Entrepreneurship education for students aims to provide a theoretical foundation on entrepreneurial concepts and to shape the mindset, attitudes, and actions aligned with the characteristics of an entrepreneur, with the hope of fostering entrepreneurial intentions among students. In addition to the educational aspects of entrepreneurship, there are various other contextual factors that have a significant impact on entrepreneurial intentions, such as academic support. Within the educational environment, particularly in higher education institutions offering entrepreneurship learning programs, the factors that can encourage students to engage in entrepreneurship can be explained as contextual factors. Safira (2022) also stated that internal factors, such as the family environment, have the potential to influence students' entrepreneurial intentions. In this case, the family, especially the parents, plays a significant role in shaping their children's entrepreneurial intentions. This research is expected to fill the research gap in understanding the influence of entrepreneurship education, academic support, and parental involvement on students' entrepreneurial intentions. Based on the above description, this study aims to analyse the influence of entrepreneurship education and academic support on students' entrepreneurial intentions, as well as the moderating role of parental involvement.

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2. RESEARCH METHODS

2.1 Basic Research Framework

In this research, a quantitative descriptive method is used. This research will employ a quantitative approach utilizing a survey methodology. The target population for this study comprises students enrolled in private universities in Jabodetabek area. In this research, a quota sampling method for non-probability sampling techniques was used. The use of this non-probability sampling design is because this research uses a non-random sampling method but is selected based on consideration of predetermined criteria at the beginning of the research implementation. Then, the researcher used a purposive sampling technique to determine the sample because the population members selected as samples in this study were only private university students in the Jabodetabek area. To select the sample, the researchers will employ a purposive sampling technique, which allows for the deliberate selection of participants based on predetermined criteria. The sample size will be calculated using the Slovin formula, resulting in a total of 143 respondents. The survey will be conducted to collect comprehensive data from the selected sample of students, with the aim of examining the influence of entrepreneurship education, academic support, and parental involvement on the entrepreneurial intentions of this student population.

Data collection will be carried out through the distribution of online questionnaires. The questionnaire will consist of four main sections: demographic information entrepreneurship education academic support, and parental involvement. Structural Equation Modelling (SEM) with Smart PLS will be employed to analyse the relationships between latent variables. The analysis will begin with data screening and model specification, followed by assessing the measurement model to ensure reliability and validity through indicators such as composite reliability, Cronbach's alpha, and convergent validity (Average Variance Extracted). The structural model will then be evaluated by examining path coefficients, R-squared values, and effect sizes (f^2). Bootstrapping techniques will be applied to test the significance of hypothesized relationships, and finally, model fit indices will be analysed to validate the overall model (Hair et al., 2021).

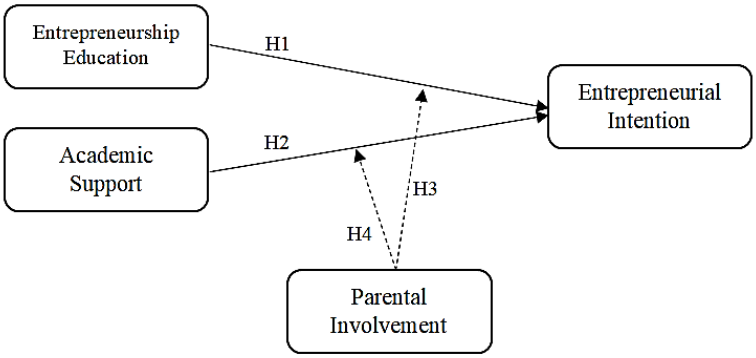

Figure 1. Research Framework

2.2 Research Hypotheses

Based on the conceptual framework and the literature review, the following hypotheses are proposed:
H_1: Entrepreneurship education positively influences students' entrepreneurial intentions
H_2: Academic support positively influences students' entrepreneurial intentions
H_3: Parental involvement moderates the relationship between entrepreneurship education and students' entrepreneurial intentions
H_4: Parental involvement moderates the relationship between academic support and students' entrepreneurial intentions

2.3 Outer Model Test

In Partial Least Squares Structural Equation Modelling, the outer model assesses the relationship between latent variables and their observed indicators, focusing on the reliability and validity of the measurement model. Convergent validity is evaluated by examining the outer loading values, which should exceed 0.70, and the Average Variance Extracted, which should be greater than 0.50, to confirm that the indicators adequately represent their corresponding latent variables. Discriminant validity ensures that each latent variable is distinct from the others, which is verified when the square root of the AVE for each construct is higher than the correlations with other constructs. For reliability, Cronbach's Alpha and Composite Reliability measure the internal consistency, with both values preferably above 0.70 (Hair et al., 2021). These criteria validate the reliability and validity of the outer model, providing a robust foundation for the subsequent structural analysis.

2.4 Structural Model Test (Inner Model)

The structural model in Partial Least Squares Structural Equation Modeling evaluates the relationships between latent variables. The key metric for assessing the explanatory power of the model is the coefficient of determination, which

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indicates the proportion of variance in the dependent latent variable that is explained by the independent variables. Higher R-squared values, typically above 0.25, suggest stronger explanatory power (Hair et al., 2021). Another important aspect of the structural model is the path coefficient, which measures the strength and direction of the relationships between latent variables. Path coefficients should ideally be statistically significant and range between -1 and +1, with values closer to either extreme indicating stronger relationships. Hypothesis testing in the structural model is typically conducted through bootstrapping, which generates t-values or p-values to assess the significance of each path coefficient. If the p-value is below the 0.05 significance level, the hypothesized relationship is considered statistically significant, confirming that the proposed structural paths are supported by the data (Bougie & Sekaran, 2019). These key metrics help determine the strength, direction, and significance of the relationships within the structural model, ensuring the robustness and validity of the overall model.

2.5 Operational Definitions

Table 1, Operational Definitions of the Research Variables, outlines the definitions of each variable, along with its dimensions, measurement scale, and the measuring instrument used. This structured approach facilitates the translation of theoretical constructs into measurable variables, ensuring the accuracy and reliability of the study's findings.

Table 1. Operational Definitions of the Research Variables

Variable	Operational Definition	Dimension	Measurement Scale	Measuring Instruments
Entrepreneurship Education (X1)	The acquisition of knowledge, skills, and attitudes necessary to start and manage a new business venture. (Marques et al., 2012)	Inspiration Knowledge Awareness Risk-management Financial readiness	Likert 1-5	Questionnaire
Academic Support (X2)	The resources, services, and opportunities provided by the university to foster and nurture students' entrepreneurial aspirations.(Bhaskara & Inggarwati, 2023)	Facilities Funding Incubation Infrastructure Internships	Likert 1-5	Questionnaire
Parental Involvement (M)	The degree to which parents actively engage in and support their children's entrepreneurial endeavors and decision-making processes.(Soleimanof et al., 2021)	Role-models Guidance Funding Resources Approval	Likert 1-5	Questionnaire
Entrepreneurial Intentions (Y)	The individual's conscious and verifiable intention to start a new business venture or become self-employed. (Suharti & Sirine, 2012)	Determination Intention Goal Preference Freedom	Likert 1-5	Questionnaire

3. RESULTS AND DISCUSSION

3.1 Data Description

This section discusses the profile of the respondents obtained by the researchers. In this study, the researchers distributed questionnaires through various social media platforms such as WhatsApp, Instagram, and Line. Of the 150 questionnaires distributed, 143 respondents will be included in the analysis, as 7 respondents did not meet the eligibility criteria. The composition of respondents reveals a predominant representation of males, totalling 85 individuals, which constitutes approximately 59.4% of the overall sample. In contrast, the female respondents account for a total of 58 individuals, representing around 40.6% of the total participant pool. The analysis of age demographics among the respondents, as detailed in the findings, indicates that the majority falls within the 20 to 21-year age bracket, comprising 85 individuals, which represents approximately 59.4% of the total sample of 143 participants. Following this group, respondents aged 22 to 23 years account for 50 individuals, corresponding to around 34.9% of the total. In addition, those under the age of 20 represent 5 individuals, making up about 3.5% of the sample. Lastly, the group of respondents aged over 24 years consists of 3 individuals, which accounts for approximately 2.1% of the total population surveyed. The examination of respondents' family backgrounds reveals a significant predominance of individuals hailing from entrepreneurial families. Specifically, 120 respondents, which constitutes approximately 83.9% of the total sample of 143 participants, reported having parents who are engaged in entrepreneurial activities. In contrast, a smaller subset of

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respondents, totalling 23 individuals, corresponding to around 16.1%, indicated that their parents do not possess entrepreneurial backgrounds.

3.2 Data Analysis

The following are the results of the data analysis from the research subject on the entrepreneurial intentions of students in Jabodetabek using the SmartPLS 4.0.8 application. A total of 143 respondents were obtained.

3.2.1 Measurement Model Test (outer model)

3.2.1.1 Convergent Validity

a. Outer Loading Value
Testing on *convergent validity* using the outer loading value is declared to have met the provisions if the outer loading value for each indicator has a value> 0.60(Hair et al., 2021).

Table 2. Outer Loading Test Results After Processing

	Academic Support	Entrepreneurship Education	Entrepreneurial Intention	Parental Involvement
AS1	0.881			
AS2	0.841			
AS3	0.839			
AS4	0.892			
AS5	0.855			
EE1		0.886		
EE2		0.906		
EE3		0.849		
EE4		0.752		
EE5		0.902		
EI1			0.859	
EI2			0.853	
EI3			0.821	
EI4			0.848	
EI5			0.869	
PI1				0.834
PI2				0.921
PI3				0.915
PI4				0.820
PI5				0.874

The results of testing the outer loading value after being processed in table 2, explain that each item or indicator has an outer loading value> 0.60. From these results, the convergent validity test through the outer loading value is declared valid and suitable for use.

b. Average Variance Extracted (AVE) value
AVE testing is very important in ensuring that the constructs used in mediation research are valid and reliable. Good construct validity ensures that research results become more credible and reliable. Strong validity supports the claims made in the study, making a significant contribution to the theoretical and practical understanding of the phenomenon under study. Testing using the AVE value is declared valid if the value of each variable has an AVE value of> 0.50 (Hair et al., 2021).

Table 3. Test Results of Average Variance Extracted Value

	Average variance extracted (AVE)
Academic Support	0.743
Entrepreneurial Intentions	0.723
Entrepreneurship Education	0.741
Parental Involvement	0.764

The results presented in table 3 indicate that the Average Variance Extracted values for each construct in the model exceed 0.50. This suggests that the indicators in this study meet the standards of convergent validity. The combined assessment of factor loadings and the AVE test demonstrates that the data in this research fulfills the requirements to proceed to the next stage of the analysis.

3.2.1.2 Discriminant Validity

In addition to convergent validity, a measurement model must also demonstrate discriminant validity. Discriminant validity is assessed to ensure that each latent construct in the model measures a distinct concept. This validity testing is conducted to determine the precision with which a measurement instrument performs its measurement function. Based

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on the results presented in Table 4, each variable must exhibit a greater Average Variance Extracted value when explaining its own primary variable compared to when it is explained by other variables. The data in this table indicates that all variables have met the established criteria for discriminant validity.

Table 4. Discriminant Validity Test Results

	Academic Support	Entrepreneurial Intentions	Entrepreneurship Education	Parental Involvement
Academic Support	0.909			
Entrepreneurial Intentions	0.747	0.920		
Entrepreneurship Education	0.843	0.850	0.905	
Parental Involvement	0.865	0.857	0.861	0.874

3.2.1.3 Reliability

a. Cronbach's Alpha
The Cronbach's Alpha test is carried out to test the reliability value of all indicators for each variable, where each variable must have a Cronbach's Alpha value of> 0.70(Hair et al., 2021).

Table 5. Cronbach's Alpha Value Test Results

	Cronbach's alpha
Academic Support	0.913
Entrepreneurial Intentions	0.904
Entrepreneurship Education	0.912
Parental Involvement	0.922

In Table 5, the results of the Cronbach's Alpha test show that the values for the variables are as follows: Academic Support is 0.913, Entrepreneurial Intention is 0.904, Entrepreneurship Education is 0.912, Parental Involvement is 0.922. Therefore, these four variables can be declared reliable as they have a Cronbach's Alpha value greater than 0.70.

b. Composite Reliability
To further validate the reliability of the constructs, the researchers employed the composite reliability test. This metric evaluates the internal consistency of a construct, and the accepted threshold for reliable composite reliability is a value greater than 0.70 for each variable(Hair et al., 2021).

Table 6. Composite Reliability Value test results

	Composite reliability (rho_c)
Academic Support	0.935
Entrepreneurial Intentions	0.929
Entrepreneurship Education	0.934
Parental Involvement	0.942

As shown in table 6, the Composite Reliability values for all variables exceed 0.70, indicating that they are considered reliable. This suggests that the reliability of all the variables is high.

3.2.2 Structural Model Test (Inner Model)

3.2.2.1 R-square

The researchers conducted an R-squared (R^2) measurement to assess the goodness of fit of their research model, employing the Partial Least Squares (PLS) algorithm through the SmartPLS software. R^2 is a critical statistical metric in regression analysis that measures the proportion of variance in the dependent latent variable explained by independent latent variables. Essentially, it provides insight into how well the model captures the relationship between variables, with higher values indicating a better fit. In academic research, correctly understanding and applying R^2 is fundamental for constructing accurate models, as it enables researchers to interpret the strength and significance of relationships within their data. There are three general categories used to interpret R^2 values: 0.19 indicates a weak level of explanation, 0.33 represents a moderate fit, and 0.67 signifies a substantial fit, meaning the model explains a large portion of the variance in the dependent variable.

Table 7. Test Results of R Square Value

	R-square
Entrepreneurial Intentions	0.811

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Based on the results presented in Table 7, the R-squared value for the entrepreneurial intention variable is 0.881. This indicates that the variables of entrepreneurship education, academic support, and parental role account for 81% of the variance in entrepreneurial intention, while the remaining 19% is explained by other variables outside the model. The R-squared value for the entrepreneurial intention variable suggests a substantial influence of the examined factors.

*3.*2.3 Path Coefficients

The path coefficients test was conducted to evaluate the influence of both the independent variable and through the moderating variable on the dependent variable within the research model. This test, crucial for understanding the relationships among variables, was carried out using the Partial Least Squares algorithm through the Bootstrapping procedure. Bootstrapping, a non-parametric resampling method, is applied to assess the significance and stability of path coefficients by generating multiple resamples of the original data. This method allows researchers to gauge the statistical significance of the relationships between variables, offering a more robust and reliable interpretation of how these variables interact within the structural model.

By analysing the path coefficients through Bootstrapping, researchers gain insights into the strength of the relationships between independent, mediating, and dependent variables. The results, illustrated in Figure 6, reflect the significance values, which help in confirming or rejecting hypotheses about variable interactions. The Bootstrapping approach, due to its ability to enhance the stability of estimates, ensures that the derived path coefficients are not only statistically significant but also provide a deeper understanding of the dynamics at play between different constructs in the model.

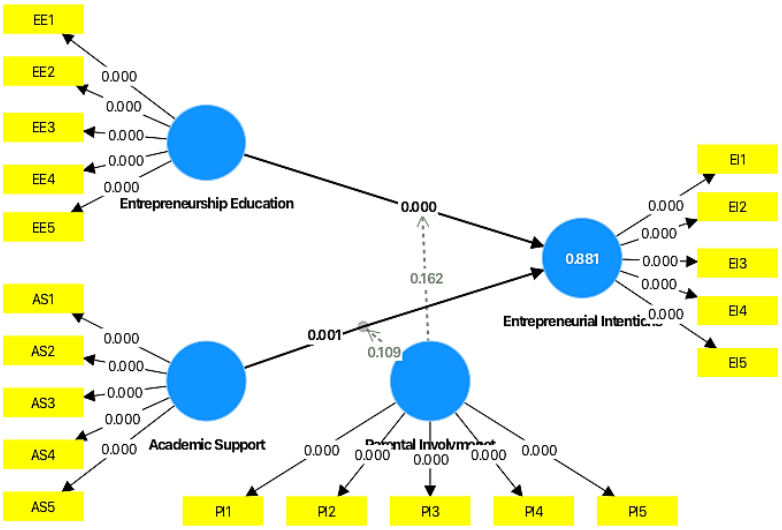

Figure 2. Bootstrapping Results

3.2.4 Hypothesis Testing

In this study, the researchers tested hypotheses to evaluate the relationships between the variables in the research framework. Six hypotheses were examined, encompassing the independent and dependent variables within the research model. This testing employed a two-tailed approach, as the researchers had positive expectations regarding the directionality of the variable relationships when formulating the research hypotheses. Using the two-tailed approach, the minimum threshold for the T-statistic calculation must be greater than 1.96, with a 95% confidence level. Furthermore, the researchers utilized the P-Value to assess the acceptability of the hypotheses, where the P-Value must be less than 0.05 with a 95% confidence level. Lastly, the researchers also examined the original sample to ensure the theoretical relevance of the hypotheses. The following are the results of the T-statistic values, P-Values, and original samples in the hypothesis testing.

Table 8. Test Results for t-Statistics and p-values

	Original sample (O)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values	Results
H1: Entrepreneurship education positively influences students' entrepreneurial intentions	0.508	0.105	4.831	0.000	Accepted
H2: Academic support positively influences students' entrepreneurial intentions	0.314	0.097	3.253	0.001	Accepted
H3: Parental involvement moderates the relationship between entrepreneurship education and students' entrepreneurial	0.105	0.075	1.399	0.162	Not Accepted

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intentions					
H4: Parental involvement moderates the relationship between academic support and students' entrepreneurial intentions	0.128	0.080	1.504	0.109	Not Accepted

3.3 Discussion

3.3.1 Hypothesis 1 (H1: Entrepreneurship education positively influences students' entrepreneurial intentions)

The results of the hypothesis testing in Table 8 indicate that the T-statistic value for the entrepreneurship education variable is 4.831, exceeding the threshold of 1.65. This suggests that entrepreneurship education has a direct impact on entrepreneurial intention. Furthermore, the P-value of 0.000 demonstrates that entrepreneurship education has a direct and significant effect on entrepreneurial intention, with the p-value being below 0.05. Additionally, the original sample value of 0.508 can be interpreted as entrepreneurship education having a positive influence on entrepreneurial intention, implying that as entrepreneurship education increases, entrepreneurial intention will also rise, and vice versa. This aligns with the research conducted by Bhaskara & Inggarwati (2023) which suggests that entrepreneurship education has a significant influence on entrepreneurial intention. Effective entrepreneurship education within the academic environment can positively impact an individual's entrepreneurial intention.

3.3.2 Hypothesis 2 (H2: Academic support positively influences students' entrepreneurial intentions)

The test results in Table 8 reveal that the T-statistic value for the academic support variable is 3.253, which exceeds the 1.65 threshold. This suggests that academic support has a direct influence on entrepreneurial intention. The P-value of 0.001 is less than 0.05, indicating that academic support has a direct and significant impact on entrepreneurial intention. The original sample value of 0.314 indicates that academic support has a positive influence on entrepreneurial intention, meaning that as academic support increases, entrepreneurial intention will also rise, and vice versa. This is in line with previous studies that found academic support to be a significant factor in shaping students' entrepreneurial intentions. This is consistent with the research conducted by Obschonka et al. (2019) This statement indicates that academic support, which encompasses various forms of assistance, guidance, or resources provided by educational institutions or the academic environment, has a direct impact on an individual's entrepreneurial intentions.

3.3.3 Hypothesis 3 (H3: Parental involvement moderates the relationship between entrepreneurship education and students' entrepreneurial intentions)

The test results in Table 8 indicate that the T-statistic for the parental involvement variable when moderating entrepreneurship education and entrepreneurial intention is 1.399, which falls below the threshold of 1.65. This implies that parental involvement does not have a statistically significant moderating effect on the relationship between entrepreneurship education and students' entrepreneurial intentions. The P-value of 0.162, being greater than 0.05, further confirms that parental involvement does not exert a significant impact in this regard. Although the original sample value of 0.105 suggests a positive association between parental involvement and entrepreneurial intention, this effect is not statistically significant. As a result, the hypothesis (H3), which posited that parental involvement moderates the relationship between entrepreneurship education and entrepreneurial intentions, is rejected.

This finding contradicts previous studies, such as Rukmana et al. (2023) research, which demonstrated that parental involvement significantly influences entrepreneurial intentions. However, in this study, parental involvement does not act as a moderating variable that strengthens the connection between entrepreneurship education and entrepreneurial intention. As Suharti & Sirine (2012) suggest, other factors—such as personal experience, social environment, or individual internal factors—might play a more prominent role in shaping entrepreneurial intentions. Consequently, while parental involvement is crucial in the broader context of a child's development, offering guidance, financial support, and encouragement, it does not appear to significantly moderate the relationship between entrepreneurship education and entrepreneurial intention in this case. Therefore, the moderating role of parental involvement is not substantiated in this study.

3.3.4 Hypothesis 4 (H4: Parental involvement moderates the relationship between academic support and students' entrepreneurial intentions)

The test results presented in Table 8 indicate that the T-statistic value for the parental involvement variable when moderating academic support and entrepreneurial intention is 1.504, which falls short of the critical value of 1.65, signifying that parental involvement does not significantly moderate the relationship between academic support and students' entrepreneurial intentions. Additionally, the P-value of 0.109, which exceeds the commonly accepted threshold of 0.05, reinforces the conclusion that parental involvement does not exert a statistically significant influence in this moderating role. While the original sample value of 0.128 suggests a positive, albeit weak, association between parental involvement and entrepreneurial intention, this relationship is not statistically significant. Consequently, the hypothesis suggesting that parental involvement moderates the relationship between academic support and students' entrepreneurial intentions is rejected.

This result challenges existing literature, particularly the findings of Hasanah & Nurhasikin (2019) who reported that parental involvement had a significant influence on students' entrepreneurial intentions. However, it is important to


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note that there are key methodological differences between the current study and that of Hasanah & Nurhasikin (2019)which may help explain the contrasting outcomes. One crucial distinction lies in the operationalization of parental involvement. In this study, parental involvement was treated as a moderating variable, which aimed to examine whether it strengthened or weakened the relationship between academic support and entrepreneurial intentions. Conversely, in Hasanah and Nurhasikin's research, parental support was considered as an independent variable, directly influencing entrepreneurial intentions. This variation in the conceptualization and role of parental involvement may account for the differing results observed. Moreover, the disparities in sample size and geographical context between the two studies may also contribute to the differences in findings. Hasanah & Nurhasikin (2019) focused on business students at a state polytechnic in Batam, which may present unique characteristics in terms of student demographics, educational environment, and exposure to entrepreneurship. In contrast, the present study examined students from private universities in the Jabodetabek area, a region that may differ in terms of socio-economic background, academic culture, and entrepreneurial ecosystem. These contextual differences could influence the degree to which parental involvement plays a role in shaping students' entrepreneurial intentions, especially in relation to the academic support they receive.

Additionally, it is possible that other factors beyond parental involvement may play a more substantial role in moderating the relationship between academic support and entrepreneurial intention. For instance, Suharti & Sirine (2012) highlight the significance of individual internal factors, such as personal motivation, self-efficacy, and risk tolerance, as well as external influences like social networks and the broader entrepreneurial ecosystem. These factors may interact more strongly with academic support to influence entrepreneurial intentions, diminishing the potential moderating effect of parental involvement.

4. CONCLUSION

In conclusion, this study examined the influence of entrepreneurship education and academic support on entrepreneurial intention, with the parental role as a moderating factor. The analysis using SmartPLS software indicates that two hypotheses in this study were significant. First, entrepreneurship education was found to have a significant and positive influence on entrepreneurial intention. This suggests that the knowledge gained from entrepreneurship education can foster students' desire to become entrepreneurs. Second, academic support was also determined to have a significant impact on entrepreneurial intention, implying that the incentives or conditions provided by universities can cultivate entrepreneurial intentions among students. However, the researcher identified two unsupported hypotheses: the parental role did not moderate the influence of entrepreneurship education on entrepreneurial intention, nor did it moderate the impact of academic support on entrepreneurial intention. In conclusion, the findings suggest that effective entrepreneurship education and strong academic support within the university setting are crucial in promoting students' entrepreneurial intentions, regardless of the level of parental involvement. Future research might explore additional moderating factors such as peer influence, and prior entrepreneurial exposure, alongside potential mediating mechanisms like self-efficacy and opportunity recognition skills(Ahmed, 2022). The unexpected findings regarding parental involvement warrant deeper investigation through mixed-method approaches to uncover underlying dynamics. Furthermore, examining how digital transformation and online education affect entrepreneurial intentions could provide valuable insights into modern educational approaches(Hamburg et al., 2019). This research offers implications for both academia and policymakers. Specifically, the findings suggest that universities should prioritize providing comprehensive entrepreneurship education programs and robust academic support systems to foster entrepreneurial intentions among students. This could involve incorporating entrepreneurship-focused courses, mentorship opportunities, access to resources and facilities, and collaborations with the business community. Additionally, policymakers should consider implementing initiatives that incentivize and enable educational institutions to strengthen their entrepreneurial ecosystems, thereby empowering the next generation of entrepreneurs. By addressing the key drivers of entrepreneurial intention identified in this study, stakeholders can take proactive steps to cultivate an environment that nurtures and encourages the entrepreneurial aspirations of university students.

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