



THE INFLUENCE OF FINANCIAL LITERACY, FAMILY ENVIRONMENT, LOVE OF MONEY, AND SELF-EFFICACY ON ENTREPRENEURIAL INTEREST AMONG ACCOUNTING STUDENTS AT POLITEKNIK NEGERI SAMARINDA

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Abstract

This research aims to determine the influence of financial literacy, family environment, love of money and self-efficacy on students' interest in entrepreneurship at the Accounting Department, Politeknik Negeri Samarinda. The aim of this research is to determine the influence of financial literacy, family environment, love of money and self-efficacy on students' interest in entrepreneurship at the Accounting Department, Politeknik Negeri Samarinda. The population of this study was 861 students. Meanwhile, the sample in this research was 300 students. The data collection technique uses a questionnaire. The data analysis technique uses multiple linear regression analysis. The research results show that financial literacy has no effect and is not significant on interest in entrepreneurship. Family environment has a positive and significant effect on interest in entrepreneurship. Love of money has a positive and significant effect on interest in entrepreneurship. Self-efficacy has a positive and significant effect on interest in entrepreneurship. The results of this study indicate that there needs to be more encouragement for accounting students department at Politeknik Negeri Samarinda to be able to build an entrepreneurial spirit.

Keywords: Financial Literacy, Family Environment, Love of Money, Self-Efficacy, Entrepreneurial Interest.

INTRODUCTION

The global population reached 7.95 billion people by the end of 2022, marking a 0.8% increase from the previous year. This figure continues to grow significantly compared to 1960, when the global population was only 3.03 billion (The World Bank, 2023). According to data compiled by Statistics Indonesia (Badan Pusat Statistik, 2023), Indonesia's population in mid-2023 stood at 278.70 million, reflecting an increase of 11.78 million people from 2019 to mid-2023. The steady growth in Indonesia's population has become one of the factors driving the rising unemployment rate. Many individuals have lost motivation to seek employment, leading to higher unemployment figures. Data on Indonesia's Open Unemployment Rate (Tingkat Pengangguran Terbuka, TPT) provided by the Central Statistics Agency (BPS) reveals unemployment trends categorized by educational attainment as follows:

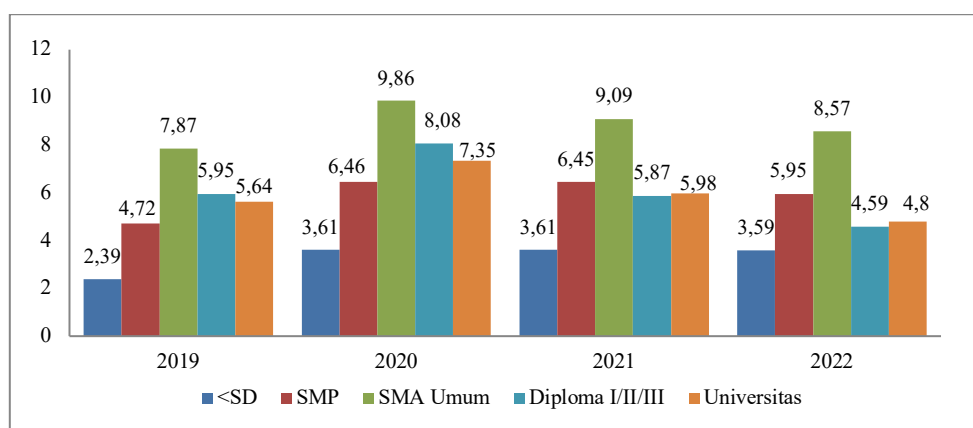


Figure 1. Open Unemployment Rate (TPT) by Education Level

Source : Badan Pusat Statistik, 2022

Based on the data in Figure 1, the Open Unemployment Rate (TPT) for university graduates in 2022 stood at 4.8%. This marks a decrease compared to the 2019 rate, which was 5.64%. In 2022, graduates of vocational high schools continued to be the largest contributors to unemployment, with a TPT of 9.42%. Other unemployment rates included diploma graduates (4.59%), general high school graduates (8.57%), junior high school graduates (5.95%), and primary school graduates or below (3.59%). This data highlights that the high unemployment rate in Indonesia remains a serious concern. One of the key strategies to address unemployment is fostering and enhancing interest in entrepreneurship.

The government has taken initiatives to reduce unemployment by promoting the development of the entrepreneurial sector in Indonesia. Entrepreneurship plays a critical role in driving the economic growth of developing countries. Thus, increasing entrepreneurial interest is essential. If the entrepreneurial sector can thrive in Indonesia, it will yield significant positive impacts, particularly in reducing unemployment and supporting national economic development.

To address the gap between job availability and the number of unemployed individuals, the government is actively encouraging and fostering interest in entrepreneurship among university students. Within the academic environment, students possess significant potential to become future entrepreneurs who can contribute to the country's economic growth. Therefore, understanding the factors that influence entrepreneurial interest is crucial. The author chose to conduct this study at Politeknik Negeri Samarinda because of its active role in fostering entrepreneurship among students. This is achieved through initiatives such as entrepreneurship training and financial assistance for entrepreneurial ventures, which are made available to students across all departments, including the Accounting Department. Notably, the Accounting Department offers a course on business fundamentals, which further emphasizes its focus on entrepreneurship.

The author's interest in conducting research within the Accounting Department stems from findings during a preliminary study, which revealed the following results:

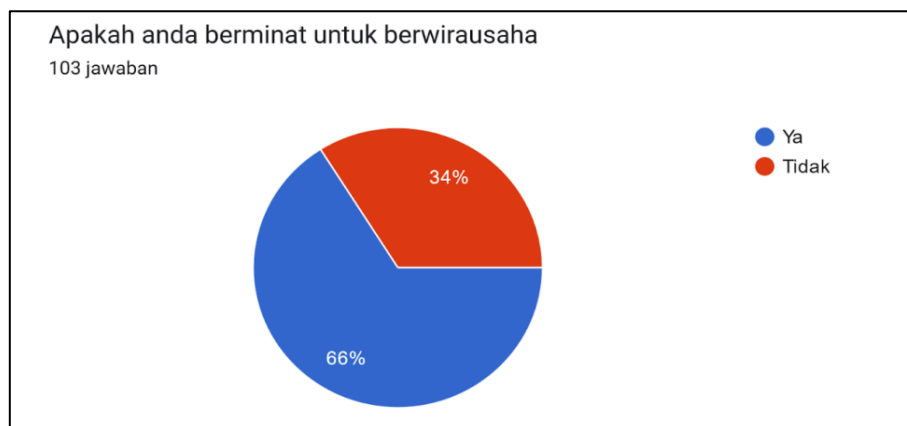


Figure 2. Preliminary Research Data on Accounting Students

Based on a preliminary study conducted by the author on February 1, 2024, involving 103 Accounting Department students, it was found that 66% (68 students) expressed an interest in entrepreneurship, while 34% (35 students) did not. This indicates a significant potential among Accounting students to engage in entrepreneurial activities, as illustrated in Figure 2.



Figure 3. Preliminary Research Data on Accounting Students

Furthermore, Figure 3 reveals that 51.5% (53 students) of the Accounting students either currently run or have previously engaged in a business, whereas 48.5% (50 students) have no business experience. This suggests that upon graduation, Accounting students are not only equipped to work in private or public sectors but also have the potential to create jobs by starting their own businesses. The purpose of this research is to examine the individual effects of financial literacy, family environment, love of money, and self-efficacy on the entrepreneurial interest of students at Politeknik Negeri Samarinda.

Interest is defined as a feeling of attraction or a tendency toward a specific activity that is more dominant than others, driven by values that motivate an individual in making life decisions (Evinita & Kambey, 2022:11). Entrepreneurship, on the other hand, is defined as the ability of an individual to recognize and evaluate business opportunities, gather the necessary resources, and take actions to exploit those opportunities for profit (Elliyana & Sulistiyono, 2021:3). Thus, entrepreneurial interest can be summarized as a strong motivational drive that encourages an individual to engage in entrepreneurial activities, identify opportunities in their surroundings, and face potential risks without fear.

Financial literacy refers to a series of processes or activities aimed at enhancing an individual's knowledge, skills, and confidence in managing their finances effectively. Through financial literacy, individuals become more aware of the potential outcomes of financial decisions and develop the ability to comprehend and evaluate the information needed to make informed decisions (Roestanto, 2017:1). In other words, financial literacy is not merely an incentive factor but a crucial element in fostering sustainable entrepreneurship (Burchi *et al.*, 2021). It can be concluded that financial literacy involves a process to improve knowledge, skills, and confidence in managing finances, which is essential for starting a business. Consistent with previous research by Afrianti *et al.* (2023), financial literacy was found to have a significant partial influence on entrepreneurial interest. However, this finding contrasts with the study by Effrisanti dan Wahono (2022), which stated that financial literacy does not partially influence entrepreneurial interest.

LITERATURE REVIEW

Entrepreneurship

Entrepreneurship is defined as the ability and willingness to invest time, money, and effort to establish and successfully run a business (Rachmawati, 2020:1). It is also a discipline that examines values, capabilities, and behaviors in facing life's challenges and ways to seize opportunities while managing the associated risks (Ruknan, 2021:1). Additionally,

entrepreneurship involves enhancing an organization within a company by introducing breakthroughs to remain competitive in the global market (Inayah et al., 2021:7).

Entrepreneurship is a multidimensional concept encompassing economic, social, and psychological aspects in creating value through the identification and exploitation of opportunities (Shane & Venkataraman, 2012). From an economic perspective, entrepreneurship is a dynamic process that creates economic value through the innovative combination of resources, involving the identification, evaluation, and exploitation of opportunities to develop new products or services with market value. In the social context, entrepreneurship acts as a catalyst for change, driving social transformation through innovation and problem-solving. Entrepreneurs serve as change agents who identify gaps within social systems and create sustainable solutions (Zaenal Asikin & Fadilah, 2024). This multidimensional nature highlights the vital role of entrepreneurship in fostering economic growth and addressing societal challenges.

From a psychological perspective, entrepreneurship reflects a unique mindset and cognitive orientation characterized by the ability to perceive opportunities amidst uncertainty, think creatively and innovatively (Aprillia et al., 2023), tolerate ambiguity and risk, and possess an intrinsic drive for achievement and independence. Strategically, entrepreneurship involves creating value through systematic innovation, developing sustainable business models, orchestrating resources to achieve competitive advantage, and managing strategic risks in the face of market uncertainties.

Furthermore, entrepreneurship encompasses institutional dimensions that involve interactions with broader environments, including understanding and adapting to regulatory frameworks, navigating the business ecosystem, establishing social and market legitimacy, and building networks and social capital. Thus, entrepreneurship is a complex phenomenon that extends beyond mere business activities. It is a transformative process that integrates economic, social, and personal dimensions to create new value for society.

Dewi et al. (2020:8) describe several characteristics of entrepreneurs, including creativity, risk-taking, strong determination, precise analytical skills, and non-consumptive behavior. An entrepreneur must have the courage to be creative, not afraid to dream, and plan for the future. Additionally, an entrepreneur should be willing to take risks that align with their plans and evaluations of their ideas.

Entrepreneurship plays a critical role in driving economic growth in Indonesia. There are at least two key roles that entrepreneurship plays in the Indonesian economy: the creation of jobs and the reduction of unemployment rates. Moreover, during the economic or monetary crisis that

occurred in Indonesia in 1997-1998, small and medium-sized enterprises (SMEs) played a crucial role in mitigating the economic problems faced by the country.

Financial Literacy

Financial literacy is defined as a series of processes or activities aimed at enhancing an individual's knowledge, skills, and confidence in managing their finances effectively. By engaging in financial literacy, individuals gain the ability to understand and evaluate information necessary for making decisions while considering the financial consequences that may arise (Roestanto, 2017:1). In other words, financial literacy should not merely be seen as an incentive factor but as a critical element in fostering sustainable entrepreneurship (Burchi et al., 2021). Financial literacy (financial literacy) serves as a policy for every student to avoid financial problems, as students often face trade-offs—situations where one must sacrifice certain interests for the sake of others (Arianti, 2021:2).

From the above definitions, it can be concluded that financial literacy is a process aimed at enhancing knowledge, skills, and confidence in managing finances. It enables individuals to comprehend information needed for decision-making, while also considering the financial consequences. The importance of financial literacy goes beyond being just an incentive; it is a key element in the development of sustainable entrepreneurship.

Ismanto et al. (2019:98) state that, in general, financial literacy plays a crucial role for entrepreneurs for the following reasons:

1. Financial literacy is the ability to manage finances within the business they are running.
2. As the complexity of business challenges increases, it becomes more essential for individuals to understand financial literacy to avoid losses and prevent getting trapped in excessive debt.
3. A high level of financial literacy indicates a person's ability to manage finances well by making proper financial decisions, long-term financial planning, and having a positive influence on the success of the business.

Family Environment

The family environment is the smallest social unit consisting of a head of the family and several individuals who gather and live together under one roof, characterized by mutual dependence (Nuroniya, 2023:5). The family environment is the first and foremost educational setting, as it is within the family that a child initially receives education and guidance. Furthermore, the family serves as the primary foundation for the growth and development of a child. When the family environment is positive and nurturing, the child is more likely to grow and develop well (Nazarudin, 2019:64). The family environment is a key pillar in shaping a child's personality, influencing their development into adulthood. Maghfiroh (2021) emphasizes that the family

environment is the first educational setting for a child, and it significantly affects their growth and development through to adulthood.

It can be concluded that the family environment, as the smallest unit in society, consists of the head of the family and several members living together under one roof, with mutual dependence. This is the primary educational environment for children, where they receive their first guidance. The family also serves as the first place for the growth and development of children, and a positive atmosphere can influence their development into adulthood.

The family, as an environment, has various functions, namely economic, social, educational, and psychological functions (Aziz, 2015:18). These functions are expected to shape an individual into an entrepreneur in the future. Through these functions, the family environment can play an important role in shaping someone into an entrepreneur, such as providing support and motivation, instilling entrepreneurial values, and fostering an entrepreneurial mindset (Tauhid et al., 2023; Ningrum, 2017).

Love of Money

Love of money is a different perspective on money, meaning a person's desire to acquire more money, being overly attached to money, tending to chase money, and having an ambition to gain wealth (Heni, 2018). Love of money refers to a person's affection for money, where every action is driven by the desire for money. This affection encourages individuals to do things in order to obtain money. Another perspective suggests that money becomes a measure of achievement and happiness (Diana, 2017). Dali et al. (2022) state that love of money is a person's desire to acquire more money and tends to view money as a motivator in life.

In conclusion, love of money reflects a person's affection for money, with a desire to acquire more, pursue money excessively, and consider it the primary motivator in life. This perspective indicates that every individual's action is based on the effort to acquire wealth, and money is considered a measure of success and happiness.

Self-Efficacy

Self-efficacy refers to a person's belief in their ability to run a business by overcoming obstacles and bringing about positive change by utilizing the necessary motivation, cognitive skills, and behaviors to handle failures (Sonartra et al., 2023:6). Self-efficacy is the belief in one's ability to demonstrate specific skills that can influence their life (Kristiyani, 2016:83). It is defined as a person's belief in their ability to organize and complete a particular task (Ula & Sholeh, 2014).

From the definitions above, it can be concluded that self-efficacy is a person's belief in their ability to start a business, overcome obstacles in a business, and trust in their ability to complete the tasks at hand. Self-efficacy is not only determined by the willingness to work hard but also by the sense of achievement.

Hypothesis Development

H₁ : There is a positive influence of financial literacy on the entrepreneurial interest of students in the Accounting Department at Politeknik Negeri Samarinda.

The family environment is the smallest unit in society where the head of the family and several individuals live together under one roof in a mutually dependent relationship (Nuroniya, 2023:5). According to Maghfiroh (2021), this environment serves as the first educational setting for a child and can influence their growth and development into adulthood. Children are more inclined to become entrepreneurs when their family provides support and positive influence on their entrepreneurial interests. This is in line with the research conducted by Wahyuningsih (2020), which indicates that the family environment has a significant influence on entrepreneurial interest. However, this perspective contrasts with the findings of Indriyani dan Subowo (2019), who state that the family environment does not have a positive and significant influence on entrepreneurial interest.

H₂ : There is a positive influence of the family environment on the entrepreneurial interest of students in the Accounting Department at Politeknik Negeri Samarinda.

Love of Money is the attachment to money in an individual, where every action is driven by the desire for money. This feeling motivates people to do anything to earn money. Moreover, money is often seen as a measure of happiness (Diana, 2017). According to Dali *et al.* (2022), Love of Money is the desire to earn more money and the tendency to view money as the main motivator in life. Therefore, this love of money can encourage someone to find ways to make money, such as through entrepreneurship.

H₃ : There is a positive influence of love of money on the entrepreneurial interest of students in the Accounting Department at Politeknik Negeri Samarinda.

Self-efficacy is an individual's belief in their ability to manage their business by overcoming existing obstacles, while bringing about positive changes by utilizing motivation, cognitive skills, and behavior needed to face failure (Sonartra *et al.*, 2023:6). Self-efficacy also refers to one's belief in their ability to start a business, overcome business obstacles, and complete existing tasks. Previous research by Meifa dan Sanjaya (2022) shows that self-efficacy has a significant positive influence on entrepreneurial interest. However, this contrasts with the study by Liadi dan Budiono (2019), which states that self-efficacy does not have a significant influence on entrepreneurial interest.

H₄ : There is a positive influence of self-efficacy on the entrepreneurial interest of students in the Accounting Department at Politeknik Negeri Samarinda.

METHODOLOGY

This research is a type of quantitative study with data analysis techniques using multiple linear regression. The research population consists of active students in the Accounting Department at Politeknik Negeri Samarinda who have completed the introductory business course. The sampling technique used in this study is Probability Sampling with a Simple Random Sampling method, and is based on the sample size calculation from a certain population by Krejcie & Morgan (1970), resulting in a sample size of 265, rounded to 300 samples. The data collection method used in this study is through a questionnaire developed from previous studies. The primary data used is obtained from respondents through the questionnaire who have completed the introductory business course. The instrument in this study uses a Likert scale with levels from strongly disagree (1) to strongly agree (4). The data is processed using SPSS version 27.

RESULT & DISCUSSION

1. Data Quality Test

a. Validity Test

The Validity Test is used to measure whether a questionnaire is valid or not. A questionnaire is considered valid if the questions in the questionnaire can reveal what is being measured by the questionnaire. It is considered valid if the calculated $r_{\text{value}} > r_{\text{table}}$ at a significance level of 0.05 or 5%.

Table 1 Validity Test Results

Variable	Indicator	r_{table}	r_{value}	Description
Financial Literacy (X1)	X1.1	0,113	0,749	<i>Valid</i>
	X1.2	0,113	0,729	<i>Valid</i>
	X1.3	0,113	0,649	<i>Valid</i>
	X1.4	0,113	0,704	<i>Valid</i>
Family Environment (X2)	X2.1	0,113	0,731	<i>Valid</i>
	X2.2	0,113	0,810	<i>Valid</i>
	X2.3	0,113	0,763	<i>Valid</i>
<i>Love of Money</i> (X3)	X3.1	0,113	0,761	<i>Valid</i>
	X3.2	0,113	0,824	<i>Valid</i>
	X3.3	0,113	0,820	<i>Valid</i>
<i>Self Efficacy</i> (X4)	X4.1	0,113	0,714	<i>Valid</i>
	X4.2	0,113	0,795	<i>Valid</i>
	X4.3	0,113	0,752	<i>Valid</i>
Entrepreneurship (Y1)	Y1.1	0,113	0,745	<i>Valid</i>

	Y1.2	0,113	0,769	<i>Valid</i>
	Y1.3	0,113	0,772	<i>Valid</i>
	Y1.4	0,113	0,962	<i>Valid</i>

Source: Results of the Test Using SPSS 27

b. Reliability Test

The Reliability Test is performed on the items of the questionnaire to determine the extent of its validity. The decision criteria are as follows: if Cronbach's alpha > 0.60, the question is considered reliable, or a construct or variable is deemed reliable (Sugiyono, 2018).

Table 2 Reliability Test Results

Variable	<i>Cronbach's Alpha</i>	Minimum Limit	Description
Financial Literacy (X1)	0,668	0,60	<i>Reliable</i>
Family Environment (X2)	0,650	0,60	<i>Reliable</i>
<i>Love of Money</i> (X3)	0,722	0,60	<i>Reliable</i>
<i>Self Efficacy</i> (X4)	0,622	0,60	<i>Reliable</i>
Entrepreneurship (Y1)	0,723	0,60	<i>Reliable</i>

Source: Results of the Test Using SPSS 27

1. Multiple Linear Regression Analysis

The results of the multiple linear regression analysis can be seen in Table 3 below:

Table 3 Multiple Linear Regression Test Results

Model		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	t	Sig.
		B	<i>Std. Error</i>	Beta		
1	(Constant)	2,602	0,988		2,633	0,009
	Financial Literacy	0,023	0,068	0,019	0,342	0,733
	Family Environment	0,445	0,068	0,356	6,496	0,000
	<i>Love Of Money</i>	0,216	0,077	0,152	2,819	0,005
	<i>Self-Efficacy</i>	0,350	0,087	0,221	4,048	0,000

Source: Results of the Test Using SPSS 27

The data obtained were then analyzed using the multiple linear regression method with SPSS version 27. Based on the SPSS output, the partial effects of the four variables can be seen. By looking at Table 5.3, the multiple linear regression equation can be formulated as follows:

$$Y = 2,602 + 0,023X_1 + 0,445X_2 + 0,216X_3 + 0,350X_4 + e$$

From this equation, the following can be described:

1. The constant value is 2.602, indicating that the entrepreneurial interest value before being influenced by financial literacy, family environment, love of money, and self-efficacy is positive.
2. The financial literacy variable influences entrepreneurial interest by 0.023. This means that for every 1% increase in the financial literacy variable, entrepreneurial interest will increase by 2.3%.
3. The family environment variable influences entrepreneurial interest by 0.445. This means that for every 1% increase in the family environment variable, entrepreneurial interest will increase by 44.5%.
4. The love of money variable influences entrepreneurial interest by 0.216. This means that for every 1% increase in the love of money variable, entrepreneurial interest will increase by 21.6%.
5. The self-efficacy variable influences entrepreneurial interest by 0.350. This means that for every 1% increase in the self-efficacy variable, entrepreneurial interest will increase by 35%.

2. Hypothesis Testing

a. Partial Test (T-Test)

The T-test is used to determine the effect of each independent variable on the dependent variable. The testing is performed at a 95% significance level or $\alpha = 0.05$ with the following testing criteria.

Table 4 Results of Partial Test (T)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,602	0,988		2,633	0,009
	Financial Literacy	0,023	0,068	0,019	0,342	0,733
	Family Environment	0,445	0,068	0,356	6,496	0,000
	Love Of Money	0,216	0,077	0,152	2,819	0,005
	Self-Efficacy	0,350	0,087	0,221	4,048	0,000

Source: Results of the Test Using SPSS 27

The T_{table} value is calculated with the following conditions: $\alpha = 0.05$, $n = 300$ respondents, and $k = 4$ independent variables. Thus, the formula for T_{table} is as follows:

$$T_{table} = t (\alpha/2 : n-k-1)$$

$$T_{table} = t (0,05/2 : 300-4-1)$$

$$T_{table} = t (0,025 : 295)$$

Hence, the T_{table} value obtained is 1.967. Based on Table 5.4, the influence of each variable can be determined as follows:

1. The financial literacy variable (X1) on entrepreneurial interest (Y) from the coefficients table shows that the T_{value} is 0.342, which means $T_{value} < T_{table}$ ($0.342 < 1.967$) with a significance value of $0.733 > 0.05$. Therefore, partially, there is no significant effect of financial literacy (X1) on entrepreneurial interest (Y).
 2. The family environment variable (X2) on entrepreneurial interest (Y) from the coefficients table shows that the T_{value} is 6.496, which means $T_{value} > T_{table}$ ($6.496 > 1.967$) with a significance value of $0.000 < 0.05$. Therefore, partially, there is a positive and significant effect of family environment (X2) on entrepreneurial interest (Y).
 3. The love of money variable (X3) on entrepreneurial interest (Y) from the coefficients table shows that the T_{value} is 2.819, which means $T_{value} > T_{table}$ ($2.819 > 1.967$) with a significance value of $0.005 < 0.05$. Therefore, partially, there is a positive and significant effect of love of money (X3) on entrepreneurial interest (Y).
 4. The self-efficacy variable (X4) on entrepreneurial interest (Y) from the coefficients table shows that the T_{value} is 4.048, which means $T_{value} > T_{table}$ ($4.048 > 1.967$) with a significance value of $0.000 < 0.05$. Therefore, partially, there is a positive and significant effect of self-efficacy (X4) on entrepreneurial interest (Y).
- b. Simultaneous Test (F Test)

Uji F digunakan untuk mengetahui apakah variabel independen secara bersama-sama atau *joint* mempengaruhi variabel dependen. Untuk menilai uji F yaitu dengan membandingkan antara F_{hitung} dan F_{tabel} . Jika $F_{hitung} < F_{tabel}$ berarti tidak berpengaruh secara bersama – sama. sedangkan apabila $F_{hitung} > F_{tabel}$ berarti berpengaruh secara bersama – sama. Pengujian dilakukan dengan tingkat signifikan 95% atau $\alpha = 0,05$.

The F test is used to determine whether the independent variables collectively or jointly influence the dependent variable. The assessment for the F test is conducted by comparing F_{value} with F_{table} . If $F_{value} < F_{table}$, it indicates no joint influence, whereas if $F_{value} > F_{table}$, it indicates a joint influence. The test is performed at a 95% significance level or $\alpha = 0.05$.

Table 5 Results of Simultaneous Test (F)

ANOVA^a

Model		<i>Sum of Squares</i>	df	<i>Mean Square</i>	F	Sig.
1	Regression	379,413	4	94,853	36,722	,000 ^b
	Residual	761,984	295	2,583		
	Total	1141,397	299			

Source: Test Results Using SPSS 27

Based on the F test results in Table 5, it is known that the hypothesis is accepted, indicating that the variables of financial literacy, family environment, love of money, and self-efficacy jointly or simultaneously have a positive and significant influence on the entrepreneurial interest of students in the Accounting Department at Politeknik Negeri Samarinda. This conclusion is supported by a significance value of $0.000 < 0.05$ and an $F_{\text{value}} > F_{\text{table}}$ ($36.722 > 2.40$). The F_{table} value is determined by the formula $(k-1; n-k)$, or $(5-1; 300-5) = F(4;295)$, resulting in an F_{table} value of 2.40.

c. Uji Koefisien Determinasi (R^2)

Uji Koefisien Determinasi (R^2) bertujuan untuk mengukur sejauh mana variabel bebas dapat menjelaskan variasi variabel terikat.

Table 5 Hasil Koefisien Determinasi (R^2)*Model Summary*

Model	R	<i>R Square</i>	<i>Adjusted R Square</i>	Std. Error of the Estimate
1	,577 ^a	,332	,323	1,60717

Source: Test Results Using SPSS 27

From Table 5.6, it is shown that the four independent variables—financial literacy, family environment, love of money, and self-efficacy—together influence entrepreneurial interest with an Adjusted R Square value of 0.323 or 32.3%. This means that 32.3% of the entrepreneurial interest variable can be explained by the four independent variables in this study: financial literacy, family environment, love of money, and self-efficacy. Meanwhile, the remaining 67.7% can be explained by other variables outside this study.

Discussion

1. The Influence of Financial Literacy on Entrepreneurial Interest Among Accounting Students at Politeknik Negeri Samarinda

Based on the data analysis in the T-test results table, the financial literacy variable has a significance value of 0.733, which is greater than 0.05, and the T-statistic value (T_{hitung}) is smaller

than the T-table value ($0.342 < 1.967$). Therefore, the hypothesis is rejected, indicating that financial literacy does not have a significant influence on the entrepreneurial interest of Accounting students at Politeknik Negeri Samarinda.

Financial literacy encompasses a series of critical processes aimed at enhancing knowledge, skills, and confidence in managing finances. It enables individuals to understand information for decision-making while considering financial consequences. One of the key financial consequences for entrepreneurs is financial risk (Prabawati, 2019). This risk includes potential profits and losses that may arise during business operations. Students with a deeper understanding of financial literacy tend to recognize potential financial risks more clearly. However, this understanding may lead some students to opt for safer career paths, such as becoming employees, as they may lack confidence that entrepreneurship will provide them with the desired level of welfare. These findings align with studies conducted by Ani *et al* (2023) and Effrisanti dan Wahono (2022).

According to data published by BPS in collaboration with OJK in 2024, the financial literacy index in Indonesia stands at 65.43%. This means that out of every 100 adults in Indonesia, only approximately 65–66 individuals understand formal financial services. This index is lower than the financial inclusion index, which is at 75.02%. This disparity indicates that while a significant portion of the population uses formal financial products, many do not fully understand or possess the skills to utilize them effectively.

2. The Influence of Family Environment on Entrepreneurial Interest Among Accounting Students at Politeknik Negeri Samarinda

Based on the T-test results table, the family environment variable has a significance value of 0.000, which is less than 0.05, and the T-statistic value (T_{hitung}) is greater than the T-table value ($6.496 > 1.967$). Therefore, it can be concluded that the family environment variable has a positive and significant influence on the entrepreneurial interest of Accounting students at Politeknik Negeri Samarinda.

The family environment is the first educational environment for a child, containing conditions that influence the child's behavior and early entrepreneurship education (Maghfiroh, 2021). Entrepreneurial interest aligns with the level of support within the family environment. Students raised by parents who own businesses in specific fields are more likely to be interested in entrepreneurship. Consequently, students' decisions to pursue entrepreneurship are clearly influenced by family support. One form of family support is providing capital for entrepreneurship. Financial support from parents plays a crucial role in fostering entrepreneurial interest. Such support not only supplies the resources necessary to start a business but also

provides a sense of security for students to take risks and experiment with business ideas. This finding aligns with research conducted by Kristianti and Dewi (2022) and Tarmiyati (2017).

Additionally, Tauhid et al., (2023) explained that the family's role is essential in shaping individuals into entrepreneurs. This includes not only financial support but also moral support, motivation, mindset development, and instilling entrepreneurial values within the family environment. With these foundations, entrepreneurial mentality can be well-formed, especially when supplemented by support from educational institutions where individuals pursue their studies.

3. The Influence of Love of Money on Entrepreneurial Interest Among Accounting Students at Politeknik Negeri Samarinda

Based on the T-test results table, the love of money variable has a significance value of 0.005, which is less than 0.05, and the T-statistic value (T_{value}) is greater than the T_{table} ($2.819 > 1.967$). Thus, it can be concluded that the love of money variable has a positive and significant influence on the entrepreneurial interest of Accounting students at Politeknik Negeri Samarinda.

Love of money refers to an individual's behavior in managing financial resources. A strong interest in money can serve as a primary motivation for encouraging entrepreneurial interest, as it enables individuals to view entrepreneurship as a means to achieve financial independence and pursue innovative goals (Santika, 2019). This indicates that students are motivated to work hard to earn money to start a business. Students understand that having money helps meet their needs and enhances their social image. Consequently, students with a strong interest in money tend to be more motivated, innovative, and keen to seize opportunities, as they see entrepreneurship as a pathway to generating higher income. This finding is consistent with studies conducted by Putri and Wahyuni (2023) and Pembayun *et al.* (2023).

4. The Influence of Self-Efficacy on Entrepreneurial Interest Among Accounting Students at Politeknik Negeri Samarinda

Based on the T-test results table, the self-efficacy variable has a significance value of 0.000, which is less than 0.05, and the T-statistic value (T_{value}) is greater than the T_{table} ($4.048 > 1.967$). Thus, it can be concluded that the self-efficacy variable has a positive and significant influence on the entrepreneurial interest of Accounting students at Politeknik Negeri Samarinda.

Self-efficacy refers to an individual's belief and confidence in their ability to effectively and efficiently complete tasks to achieve desired outcomes. It represents the personal conviction that one is capable of accomplishing desired goals (Seba, 2020). This implies that students with high self-efficacy are more likely to feel confident in their ability to tackle challenges, overcome obstacles, and succeed in their entrepreneurial endeavors. Therefore, individuals with strong self-

efficacy are more inclined to develop an entrepreneurial interest because they trust in their capabilities to start and sustain a business while addressing potential challenges. These findings align with studies conducted by Agustin and Trisnawati (2021) as well as Meifa (2022).

5. The Combined Influence of Financial Literacy, Family Environment, Love of Money, and Self-Efficacy on Entrepreneurial Interest Among Accounting Students at Politeknik Negeri Samarinda

Financial literacy, family environment, love of money, and self-efficacy collectively have a positive and significant influence on the entrepreneurial interest of Accounting students at Politeknik Negeri Samarinda. This indicates that an overall improvement in these factors will enhance students' entrepreneurial interest. These findings are consistent with studies conducted by Wardani and Woli (2021) as well as Hidayati (2021).

According to data from the Indonesian Bureau of Statistics (BPS), the number of entrepreneurs in Indonesia as of 2024 is approximately 56.56 million, representing only 37.86% of the total labor force of 149.38 million. This percentage is relatively low compared to the overall workforce, emphasizing the need for initiatives to further cultivate entrepreneurship, particularly among students.

CONCLUSION

Based on the research conducted on students of the Accounting Department at Politeknik Negeri Samarinda, several key conclusions can be drawn. First, financial literacy simultaneously does not show a significant influence on students' entrepreneurial intentions. This indicates that the students' understanding of financial concepts is not the main factor driving them to engage in entrepreneurship. Second, there are three variables that simultaneously have a positive and significant effect on entrepreneurial interest, namely family environment, love of money, and self-efficacy. A supportive family environment for entrepreneurship, a positive perception of money, and high self-confidence have proven to be strong motivators for students to develop an interest in entrepreneurship. When analyzed partially, all the variables studied, including financial literacy, family environment, love of money, and self-efficacy, show a significant influence collectively on students' entrepreneurial interest. This finding emphasizes that although financial literacy does not significantly influence entrepreneurial interest simultaneously, when interacting with other variables, all these factors contribute to shaping entrepreneurial intentions among students of the Accounting Department at Politeknik Negeri Samarinda. This research is expected to have implications for the Accounting Department at Politeknik Negeri Samarinda to strengthen students' knowledge and skills in the field of entrepreneurship, so that students with an interest in entrepreneurship can easily build businesses upon graduation.

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