

THE INTENTION TO BECOME ENTREPRENEURS BETWEEN STUDENTS WHO LIVE WITH THEIR PARENTS AND STUDENTS WHO LIVE SEPARATE WITH THEIR PARENTS (CASE STUDY: STUDENTS AT FEB UNSRAT)

NIAT MENJADI PENGUSAHA ANTARA SISWA YANG TINGGAL DENGAN ORANG TUANYA DAN SISWA YANG TINGGAL TERPISAH DENGAN ORANG TUANYA (STUDI KASUS: MAHASISWA FEB UNSRAT)

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Abstract: The various living arrangement options for college students who aspire to become entrepreneurs. It emphasizes the importance of creating an environment conducive to entrepreneurial pursuits and outlines potential solutions after graduations. This study aims to examine the effect of Students Who Live with their Parents and Students Who Live Separately with their Parents on Entrepreneurial Intention through Entrepreneurial Characteristics as an intervening variable. The population in this study were 100 students of the Faculty of Economics and Business, University of Sam Ratulangi Manado, in several study program from the Management, Accounting, and Development Economics. The sampling technique used in this study was Purposive Sampling while the data analysis used in this study was Path Analysis. The classic assumption test used in this study is the Normality Test, Multicollinearity Test and Heteroscedasticity Test. The results of this study prove that Students Who Live with Their Parents and Students Who Live Separate with their Parents has no positive influence on Entrepreneurial Intention, Students Who Live with their Parents has no positive influence on Entrepreneurial Characteristics while Students Who Live Separate with their Parents have positive influence on Entrepreneurial Characteristics, and Entrepreneurial Characteristics have a positive influence on Entrepreneurial Intention.

Keywords: entrepreneurial intention, entrepreneurial characteristics

Abstrak: Berbagai pilihan tatanan hidup bagi mahasiswa yang bercita-cita menjadi pengusaha. Ini menekankan pentingnya menciptakan lingkungan yang kondusif untuk pengejaran kewirausahaan dan menguraikan solusi potensial setelah lulus. Penelitian ini bertujuan untuk menguji pengaruh Siswa Yang Tinggal Bersama Orang Tua dan Siswa Yang Tinggal Terpisah Dengan Orang Tua terhadap Niat Berwirausaha melalui Karakteristik Kewirausahaan sebagai variabel intervening. Populasi dalam penelitian ini adalah mahasiswa Fakultas Ekonomi dan Bisnis Universitas Sam Ratulangi Manado sebanyak 100 orang pada beberapa program studi dari Manajemen, Akuntansi, dan Ekonomi Pembangunan. Teknik pengambilan sampel yang digunakan dalam penelitian ini adalah Purposive Sampling sedangkan analisis data yang digunakan dalam penelitian ini adalah Path Analysis. Uji asumsi klasik yang digunakan dalam penelitian ini adalah Uji Normalitas, Uji Multikolinearitas dan Uji Heteroskedastisitas. Hasil penelitian ini membuktikan bahwa Siswa Yang Tinggal Bersama Orang Tua dan Siswa Yang Tinggal Terpisah Dengan Orang Tua tidak berpengaruh positif terhadap Niat Berwirausaha, Siswa Yang Tinggal Bersama Orang Tua tidak berpengaruh positif terhadap Karakteristik Kewirausahaan sedangkan Siswa Yang Tinggal Terpisah Dengan Orang Tua berpengaruh positif terhadap Karakteristik Kewirausahaan, dan Karakteristik Kewirausahaan berpengaruh positif terhadap Niat Berwirausaha.

Kata Kunci: niat berwirausaha, karakteristik wirausaha

INTRODUCTION

Research Background

Along with the times, skills and creativity are needed by every individual to face competition, especially

for the younger generation who will continue their future into the world of work such as students as prospective graduates who are required to be able to keep up with the times. Some graduates from various universities and colleges who, after graduation, are on average more ready to take part in the selection of new employees, both from government agencies and from private companies, rather than preparing themselves to open employment opportunities by entrepreneurship, because there is a lot of competition in the world of work which is increasingly strict. Finally, it is difficult for them to get a job, coupled with the workforce needed by the company that does not match the skills they have. This resulted in high levels of unemployment. According to a report from the Central Statistics Agency (BPS), in February 2023 the number of unemployed people in Indonesia reached 7.99 million, a decrease of around 410 thousand people compared to February 2022. This unemployment data covers four groups of the population, namely: people who do not have a job and are looking for a job, people who don't have a job and are preparing for a business, people who don't have a job and aren't looking for a job because they feel it's impossible to get a job and people who already have a job but haven't started working yet.

According to data from the Central Statistics Agency (BPS), the number of unemployed in Indonesia will reach 8.4 million in August 2022 or reach 5.86% of the total national workforce. Most of the unemployed come from the group of diploma/academy/and university graduates, among others aged 20-24 years, namely 2.54 million people. This figure is equivalent to 30.12% of the total national unemployment. This transformation has an impact on the absorption of graduates into the world of work, business and industry. The number of graduates produced is greater than the availability of jobs. The gap between jobs and the number of college graduates is widening. The younger generation will face stiff competition. Fewer jobs and more job seekers, therefore one cannot rely on a diploma to find a job by instilling a new mindset, namely creating jobs. However, universities are required to produce graduates who can be independent and open new jobs. Lack of jobs because human resources (HR) are replaced by digital technology. Another impact in the digital era is the low availability of non-digital jobs, this is due to increasingly sophisticated advances in digital technology. Several companies/organizations take advantage of digital technology that facilitates work efficiently. Therefore entrepreneurship is one way to reduce unemployment because an entrepreneur can absorb labor and reduce unemployment.

The theory that has been developed so far states that students are agents of change. In this era of digitalization, students are expected to become the next generation of the nation who are able to make positive changes to society. Students must be able to take advantage of technological developments in expressing and disseminating ideas and ideas. Students also need to build awareness of their potential and not remain silent when they see social reality. Therefore, it is time for tertiary institutions to think about and seek strategies as a breakthrough to instill entrepreneurial values in students as educated people who will foster a creative spirit for doing business and entrepreneurship so they don't expect diminishing job opportunities. The application and formation of entrepreneurial values can be carried out through the world of education, especially in universities. Educational institutions must participate in realizing entrepreneurship in students by forming character from an early age so that the interest in entrepreneurship leads to an orientation of economic independence. Thus these values are instilled as early as possible so that later they can benefit the community by creating new jobs and helping the Indonesian economy.

There are several studies that examine the factors that influence the interest of the younger generation in entrepreneurship. Based on research conducted by Nursito et al. (2013), information literacy occupies a very important position, because entrepreneurial knowledge is expected to be able to provide a theoretical basis for the concept of entrepreneurship, shape the mindset, attitudes and behavior of an entrepreneur. Knowledge of business applications is a factor that can foster entrepreneurial interest. Knowing business applications can foster self-confidence and adapt to developments in information technology.

Khairinal, Syuhadah, and Fitriani (2022) explained that the family environment is one of the factors that influence the growth of interest in entrepreneurship. The family environment is the closest environment for a person and is an environment that has a major influence in determining his future. The family provides support and a positive influence on the interest in entrepreneurship, so a person will have an interest in entrepreneurship, but if the family does not support someone for entrepreneurship, the interest in entrepreneurship will be smaller or not have an interest in entrepreneurship. The family environment is the most important and first environment for a child, where the child spends most of his time at home with other family members and the family environment is the environment that most determines whether students can be successful or not in receiving learning (Ribkhana, 2021). The circumstances and conditions of the family consisting of father, mother, brothers, sisters and brothers greatly influence the success of children in the family and their success in the future (Djaali, 2019). The family environment has a significant role in individual success for entrepreneurship. If the family fully

supports the child in entrepreneurship, the child will be motivated to succeed, it is different if the family is indifferent to the child, and of course the achievements will be different from the child who receives support from the family. The basic function of the family is to provide a sense of belonging, a sense of security, affection, and develop good relationships among family members.

Some of the things that make students not interested in entrepreneurship after graduation are because they have no interest in trying, are not willing to take risks, are afraid of failure, are not confident, do not have capital, and lack motivation. By looking at this phenomenon, it can be concluded that the interest in entrepreneurship is very important to overcome unemployment and create jobs. This is in line with Van Praag and Versloot (2007) that entrepreneurship is usually associated with stimulating economic growth, innovation, employment and business creation. These factors cause prospective graduates to think that entrepreneurship is something that is difficult to do and prefer to work for other people. Therefore, self-awareness is needed to build interest in entrepreneurship. As an effort to overcome the problem of low interest in entrepreneurship, it is necessary to examine the influence of the factors that influence student interest in entrepreneurship.

Based on the description of the influence of the family environment according to several experts, it can be concluded that parents have an important role in shaping the character of a child towards an interest in becoming an entrepreneur or wanting to become a successful entrepreneur. The indicator for assessing someone who has entrepreneurial characteristics can be measured using interest in entrepreneurship, where it can be seen how much influence the family environment, especially parents have, on a student who lives with their parents and who lives far away from their parents so that they can improve their entrepreneurial skills.

Research Objectives

The objective of this research are:

1. To identify the influence of students who live with their parents to become entrepreneurs at FEB UNSRAT.
2. To identify the influence of students who live separate with their parents to become entrepreneurs at FEB UNSRAT.
3. To identify the influence of students who live with their parents in shaping the character of entrepreneurship at FEB UNSRAT.
4. To identify the influence of students who live separate with their parents in shaping the character of entrepreneurship at FEB UNSRAT.
5. To identify the influence of entrepreneurial intention in shaping entrepreneurial characteristics at FEB UNSRAT students.

THEORETICAL FRAMEWORK

Entrepreneurship

Scarborough and Zimmerer (2008) defined entrepreneurs are people who create new businesses by taking risks and uncertainties in order to achieve profits and growth by identifying opportunities and combining the necessary resources to establish them. Entrepreneurs are not looking for risks, they are looking for opportunities.

Entrepreneurial Characteristics

Scarborough and Zimmerer (2008:4) defined an entrepreneur is someone who creates a new business by taking risks and pushing for profit and growth by identifying significant opportunities and combining the necessary resources so that these resources can be capitalized.

Entrepreneurial Intention

Entrepreneurial intention is a feeling of interest in becoming an entrepreneur who is willing to work hard and diligently to achieve progress in his business. Entrepreneurial interest is not brought from birth but grows and develops according to the influencing factors. The factors that influence the growth of the decision to become an entrepreneur are the result of the interaction of several factors, namely the personality traits of a person and their environment (Wahyono, 2014).

Family Environment

According to Slameto (2010), the factors that influence the development of individual character in the family environment include: 1) the way parents educate their children has a large influence on their child's

learning. 2) the most important relationship between family members is the relationship between parents and their children and 3) the atmosphere of the house is intended as a situation or events that often occur in the family where the child is and learns. 4) The economic situation of the family is closely related to children's learning. 5) Learning children need encouragement and understanding from their parents. 6) The level of education or habits in the family affects the child's attitude in learning. It is necessary for children to instill good habits, in order to encourage children's enthusiasm for learning.

Previous Research

Atiya et al. (2019) identified the level of availability of entrepreneurial characteristics among undergraduate students in some universities of Sudan and Oman, and test whether these characteristics have a significant impact on the entrepreneurial intention of these students. The study also intends to make comparison between the attitudes of students in Sudan and Oman towards establishing their businesses (self-employment). The sample of the study (n = 574) consists of students from University of Bahri, Sudan International University, and Dhofar University.. The findings reveal that, there is a statistically significant impact of the entrepreneurial characteristics among undergraduate students (need for achievement, self-efficacy and locus of control) on their entrepreneurial intention. The analysis showed that locus of control among students of Dhofar University and Sudan International University was higher than that of University of Bahri students. Furthermore, it was found that entrepreneurial intention among students of Dhofar University was higher than that of Sudan International University & University of Bahri students.

Suartha dan Suprapti (2016) compared Individual Entrepreneurship Orientation (IEO) and entrepreneurial intention for two sub-samples according to gender and family background and investigated the correlation between IEO and entrepreneurial intention. A hundred and fifty students from two faculties of economics and business were used and divided into male and female group. These groups were again divided into students whose parents are entrepreneur and civil servants. T-test and Pearson correlation were applied to analyze the data. The result showed that that there was no significant difference in IEO between male and female students but there was significant difference between those whose parents are entrepreneur and civil servants. There were also significant difference in entrepreneurial intention, both based on gender and family background. Additionally, there was a positive relationship between IEO and entrepreneurial intention.

Mahmudi, Tjahjono, dan Abidin (2017) aimed to know the profile and business activities of fish farmers in the UPR Sumbermina Lestari, the characteristics of entrepreneurship and entrepreneurial intentions of UPR Sumbermina Lestari, and analyzed the influence of entrepreneurial characteristics with entrepreneurial intentions both partially and simultaneously. This research is descriptive. The data used is quantitative data and qualitative data. Source data used are primary data and secondary data. The object of research in the form of entrepreneurial characteristics consisting of innovation, need for achievement, internal locus of control, risks taking, tolerance for ambiguity, self-confident, and future-oriented as a variable X with the intention of entrepreneurship as a variable Y. research instruments testing using three test was validity and reliability test, and test assumptions multikolinierity. There are two methods of data analysis in this study, descriptive statistical analysis, and logistic regression analysis.

Conceptual Framework

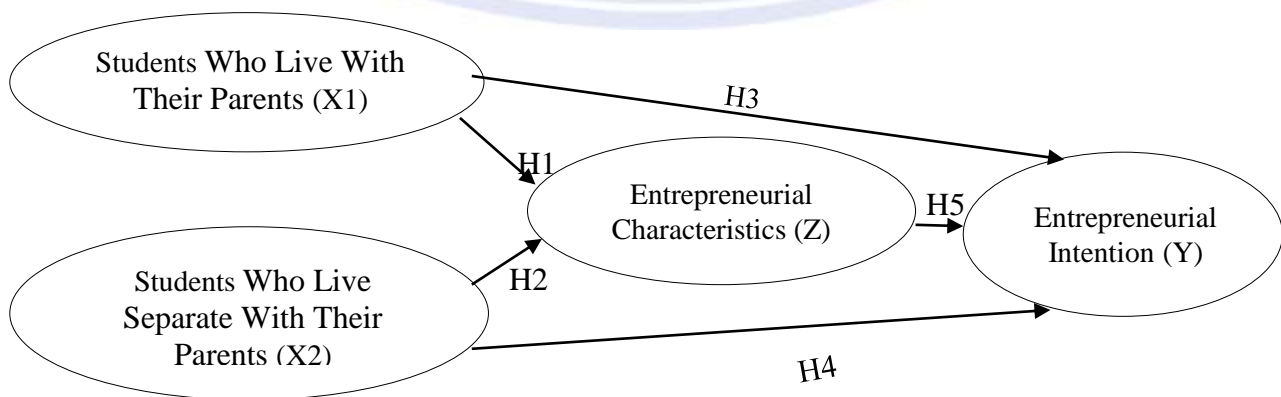


Figure 1. Conceptual Framework

Source: Data Processed, 2023

Research Hypothesis

- H1: Students who live with their parents influence on entrepreneurial intention on students at FEB UNSRAT.
 H2: Students who live separate with their parents influence on entrepreneurial intention on students at FEB UNSRAT.
 H3: Students who live with their influence entrepreneurial characteristics on students at FEB UNSRAT.
 H4: Students who live separate with their influence entrepreneurial characteristics on students at FEB UNSRAT.
 H5: Entrepreneurial characteristics influence on entrepreneurial intention on students at FEB UNSRAT

RESEARCH METHOD

Research Approach

This research used quantitative research with survey method. Survey method used as the source of primary data by distributing questionnaire to find out the direct and indirect influence of independent variables (X) students who live with their parents and students who live separate with their parents on dependent variable (Y) entrepreneurial intention with intervening variable (Z) entrepreneurial characteristics.

Population, Sample, and Sampling Technique

In this research, the population refers to Students at faculty of economics and business in Sam Ratulangi University (Unsrat)Manado. This research used simple random sampling. The researcher determined its sample size which is 100 respondents of Faculty of Economic and Business students chosen as the sample that aimed can be representative population of Sam Ratulangi University student because this faculty has the most numbered of student in Sam Ratulangi University.

Type of Data and Data Source

The data used for this research obtained from primary and secondary data. Primary data of this research obtained by conducting survey through distributing questionnaire to respondents. Secondary data defined as a data that can support primary data which obtained from books, journals, literatures or websites.

Data Collection Method

The data collection method used for this research is questionnaire. Questionnaire defined as written set of questions that will be given to the subject (respondent) with purpose to obtain the written set of answers (Kurniawan, 2014:88).

Testing of Research Instruments Validity Test

Validity test use to measure the obtaining data are in line with the research concept. In other words, the instrument items used to obtain the data is correct and related with the concept of the research that will be conducted.

Reliability Test

Reliability test use to measure the consistency of instrument items. Reliability test defined as an index that showed how far instrument items can be trusted or dependable (Kurniawan, 2014:102).

Technical Analysis

Technical analysis used in this research is Path Analysis. Path analysis is a development of regression analysis, regression analysis can be said as a special form of path analysis (Sugiyono and Susanto, 2015:432). Structural equation from this research can be presented as follows:

$$Y = \rho_{YX1} + \rho_{YX2} + \varepsilon_1 \text{ (Structural equation 1)}$$

$$Z = \rho_{ZX1} + \rho_{ZX2} + \rho_{ZY} + \varepsilon_2 \text{ (Structural equation 2)}$$

X1 = Students Who Live with their Parents

X2 = Students Who Live Separate with their Parents

Y = Entrepreneurial Intention

Z = Entrepreneurial Characteristics

ε_1 = Error 1

ε_2 = Error 2

RESULT AND DISCUSSION**Result****Regression Model for Substructure I****Table 1. Model Summary Substructure I**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .593 ^a | .352 | .332 | 1.635 |

Predictors: (Constant), Z, X1, X2

Dependent Variable: Y

Based on the results in the table above, an R Squared value of 0.352 is obtained, which means that the variables X1, X2, and Z have a contribution to the variable y of 35.2%.

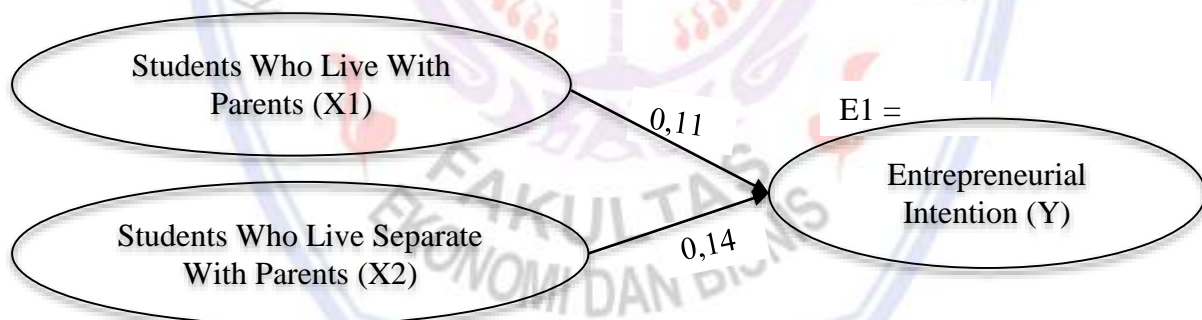
Table 2. Coefficients Substructure I

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|-------|-------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 6.955 | 2.103 | | 3.308 | .001 |
| | X1 | .111 | .081 | .117 | 1.358 | .178 |
| | X2 | .142 | .086 | .144 | 1.651 | .102 |
| | Z | .424 | .074 | .495 | 5.710 | <.001 |

a. Dependent Variable: Y

Source: SPSS Output, 2023

Based on the data in the table above, it can be seen that the X1 significance value is $0.178 > 0.05$, which means that the X1 variable (students who live with their parents) has no influence on Y (entrepreneurship intention). The X2 variable is $0.102 > 0.05$, which means that the X2 variable (students living separately from their parents) has no influence on Y (entrepreneurial intention). However, the variable Z (entrepreneurial characteristic) has influence on Y, because $0.001 < 0.05$.

**Figure 2. Model Path Diagram 1**

Source: Primary Data Processed, 2023

Regression Model for Substructure II**Table 3. Model Summary Substructure II**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .316 ^a | .100 | .082 | 2.234 |

a. Predictors: (Constant), X1, X2

Source: SPSS Output, 2023

Based on the results in the table above, an R Squared value of 0.100 is obtained, which means that the variables X1 and X2 have a contribution to the variable Z of 10.0%.

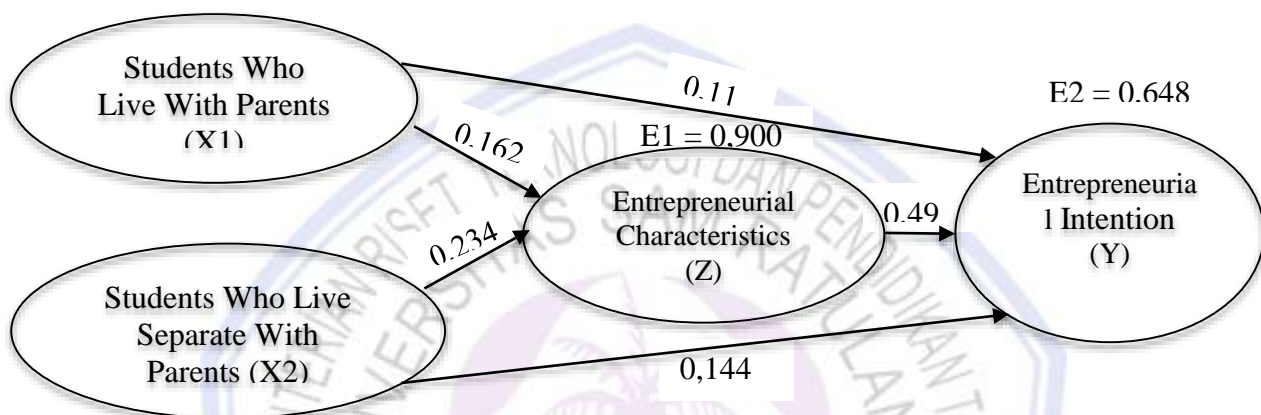
Table 4. Coefficients^a Substructure II

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig |
|-------|------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 11.054 | 2.866 | | 3.335 | .001 |
| | X1 | .179 | .102 | .321 | 3.434 | .001 |
| | X2 | .268 | .151 | .203 | 2.244 | .027 |

a. Dependent Variable: Z

Source: SPSS Output, 2023

Based on the data in the table above, it can be seen that the X1 significance value is $0.107 > 0.05$, which means that the X1 variable (students who live with parents) has no influence on Z (entrepreneurial characteristics). The X2 variable is $0.021 < 0.05$, which means that the X2 variable (students who live separately with their parents) has an influence on Z (entrepreneurial characteristics).

**Figure 3. Model Path Diagram 2**

Source: Primary Data Processed, 2023

Based on the path analysis above, the following results are obtained:

1. The effect of students who live with their parents through entrepreneurial characteristics on entrepreneurial intention: it is known that the direct effect that students who live with their parents have on entrepreneurial intention is 0.117, while the indirect effect of students who live with their parents through entrepreneurial characteristics on entrepreneurial intention is 0.080. Based on these calculations, it was found that the indirect effect of 0.080 was smaller than the direct effect of 0.117. Thus, indirectly through entrepreneurial characteristics students who live with their parents do not influence on entrepreneurial intention.
2. The effect of students who live separate with their parents through entrepreneurial characteristics on entrepreneurial intention: it is known that the direct effect of students who live separate with parents on entrepreneurial intentions is 0.144, while the indirect effect of students who live together with parents through entrepreneurial characteristics on entrepreneurial intention is 0.116. Based on these calculations, it was found that the indirect effect of 0.116 was smaller than the direct effect of 0.144. So, indirectly students who live separate with parents through entrepreneurial characteristics do not influence on entrepreneurial intention.

Sobel Test

Sobel Test of Students Who Live with their Parents

Based on the calculation results of the Sobel test, it can be concluded that students who live with parents through entrepreneurial characteristics do not have influence on entrepreneurial intentions, because the significance value is $0.117 > 0.05$ and the tcount value is $< t_{table} (< 1.66088)$.

Sobel Test of Students Who Live Separate with their Parents

Based on the calculation results of the Sobel test, it can be concluded that students who live separate with parents through entrepreneurial characteristics have influence on entrepreneurial intention, because the significance value is $0.030 < 0.05$ and the tcount $> t_{table} (> 1.66088)$.

Discussion

Students Who Live With Their Parents Influence On Entrepreneurial Intention

The X1 variable is $0.178 > 0.05$, which means that the X1 variable (students who live with their parents) has no influence on Y (entrepreneurial intention). Therefore, the hypothesis 1 is rejected. This is because students who live with their parents can have complex advantages against entrepreneurial intentions. While financial stability, emotional support, and a nurturing environment can be beneficial, there are also risks of complacency and dependency. therefore the special relationship of the parent-child relationship does not guarantee the intention to become an entrepreneur because the encouragement and motivation of the students themselves will play an important role in determining the impact of living with parents on entrepreneurial intentions by not depending on parents but from themselves by taking advantage of the benefits given from the family environment itself.

Students Who Live Separate With Their Parents Influence On Entrepreneurial Intention

The X2 variable is $0.102 > 0.05$, which means that the X2 variable (students who live separate with their parents) has no influence on Y (entrepreneurial intention). Therefore, the hypothesis 2 is rejected. This is because each student it is important to note that the influence of living apart from parents on entrepreneurial intentions can foster a sense of independence and freedom in students. Some students may perceive the habit of living independently as a motivating factor for entrepreneurship. This independence can lead to greater self-confidence and a willingness to take risks, which are important qualities for aspiring entrepreneurs but students may find living independently to be a motivating factor for entrepreneurship, while others may not perceive a influence. Additionally, the other factors such as entrepreneurship education, personal interests, and prior experiences can also shape an individual's entrepreneurial intention.

Students Who Live With Their Parents Influence On Entrepreneurial Characteristics

The X1 variable is $0.107 > 0.05$, which means that the X1 variable (students who live with their parents) has no positive influence on Z (entrepreneurial characteristics). Therefore, the hypothesis 3 is rejected. This is because living with parents can provide a supportive and nurturing environment that fosters the development of entrepreneurial characteristics. For students living with their parents, the availability of financial support can be advantageous when starting a business. They may have access to resources, such as seed funding or a safety net, which can give them the confidence to take risks and pursue entrepreneurial endeavors. Entrepreneurship can be a challenging and demanding journey. Living with parents who offer emotional support, encouragement, and a safety net can contribute to the resilience and determination required for entrepreneurial success but it is important to note that while living with parents can have its advantages, it's not the sole determinant of entrepreneurial characteristics. Many other factors, such as personal drive, parent's backgrounds, exposure to entrepreneurial role models, and life experiences, also the spirit/characteristics of the student, it would be better if it wasn't influenced from any side in play significant roles in shaping an individual's entrepreneurial mindset.

Students Who Live Separate With Their Parents Influence On Entrepreneurial Characteristics

The X2 variable is $0.021 < 0.05$, which means that the X2 variable (students who live separate with their parents) has a positive influence on Z (entrepreneurial characteristics). Therefore, the hypothesis 4 is accepted. This is because students who live separately from their parents are tested to be more independent than students who live with their parents. So, maybe this influences the student's perspective, which influences his entrepreneurial spirit. Living independently often exposes students to various challenges and obstacles. They need to find solutions to everyday problems, such as dealing with household issues, managing time effectively, and resolving conflicts with roommates. These experiences can help develop strong problem-solving skills, which are crucial for entrepreneurs who face numerous challenges in their business ventures. Living away from parents often involves interacting with new people, such as roommates, classmates, and neighbors. This can enhance social skills and the ability to build networks, which are vital for entrepreneurs in terms of forming partnerships, attracting investors, and building a customer base.

Entrepreneurial Characteristics Influence On Entrepreneurial Intention

Variable Z (entrepreneurial characteristics) is $0.001 < 0.005$, which means variable Z has a positive influence on Y (entrepreneurial intention). Therefore, the hypothesis 5 is accepted. This means that if an individual (in this case a student) has the characteristics of entrepreneurship, it can be linked to the intention of entrepreneurship, so that he will be successful in running his business refers to an individual's belief in their ability to successfully perform specific tasks or achieve goals. High levels of self-efficacy are associated with a greater

likelihood of individuals perceiving themselves as capable of starting and managing their own business. This belief in their own capabilities increases their entrepreneurial intention and the social networks and social capital an individual possesses can significantly influence entrepreneurial intention by Access to supportive networks, mentors, and resources can enhance an individual's confidence or characteristics in pursuing entrepreneurship, as well as provide valuable guidance and opportunities.

The Influence Of Students Who Live With Their Parents Through Entrepreneurial Characteristics On Entrepreneurial Intention Based On Path Analysis

Based on path analysis, the effect of students who live with their parents through entrepreneurial characteristics on entrepreneurial intention indirectly is 0.080 smaller than the direct effect of 0.117. Thus, indirectly through entrepreneurial characteristics students who live with their parents do not have positive influence on entrepreneurial intention. Supported by the results of the sobel test, that students who live with their parents through entrepreneurial characteristics do not have positive influence on entrepreneurial intentions, due to a significance value of $0.117 > 0.05$ and $t_{count} < t_{table} (< 1.66088)$ This is because, students who live with their parents, may be less independent and do not have an entrepreneurial spirit, because most expect business from their parents.

The Effect Of Students Who Live Separate With Their Parents Through Entrepreneurial Characteristics On Entrepreneurial Intention Based On Path Analysis

Based on path analysis, the effect of students who live separate with their parents through entrepreneurial characteristics on entrepreneurial intention indirectly students who live separate with their parents through entrepreneurial characteristics do not have positive influence entrepreneurial intention. However, in contrast to the results of the Sobel test calculations, it can be concluded that students who live separate with their parents through entrepreneurial characteristics have a positive influence on entrepreneurial intention, because the significance value is $0.030 < 0.05$ and the $t_{count} > t_{table} (> 1.66088)$. Students who do not live with their parents tend to be more independent than students who live with their parents, this can make students who have entrepreneurial intentions more advanced, accompanied by their characteristics.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. Students who live with their parents has no influence on entrepreneurial intention on Faculty of Economics and Business at Sam Ratulangi University.
2. Students who live separate with their parents has no influence on entrepreneurial intention on Faculty of Economics and Business at Sam Ratulangi University.
3. Students who live separate with their parents has no influence on entrepreneurial characteristics on Faculty of Economics and Business at Sam Ratulangi University.
4. Students who live separated with their parents has influence on entrepreneurial characteristics on Faculty of Economics and Business at Sam Ratulangi University.
5. Entrepreneurial characteristics has influence on entrepreneurial intention on Students Faculty of Economics and Business at Sam Ratulangi University.
6. Students who live with their parents through entrepreneurial characteristics on entrepreneurial intention based on path analysis has no influence.
7. Students Students who live separate with their parents through entrepreneurial characteristics on entrepreneurial intention based on path analysis has no influence.

Recommendations

1. Living with your parents can provide financial stability by reducing living costs, allowing you to allocate more resources to your business. However, if student choose to live separately, actively seek mentors, join entrepreneurial communities, and network with like-minded individuals who can offer support and advice. Living with parents can provide access to their professional network, industry connections, or financial support. Build a strong support network Surround the self with mentors, advisors and fellow entrepreneurs who can provide guidance, support and insight. Attend entrepreneurship events, join clubs or organizations, and participate in online communities to connect with like-minded individuals.

2. Further research can use of this variable or add some variable and different sample to make this research become more developed. Because the sample used in this research is 100 students of faculty of economic and business Sam Ratulangi University, for further research can such as people who lived in Manado with sample size more than 100 to find out if there might be another result.

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