

Entrepreneurial Motivation as a Mediator of Financial Literacy, Family Environment, and Love of Money on Entrepreneurial Interest in Gen Z Students

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Abstract

Entrepreneurial interest reflects an individual's intention and willingness to engage in entrepreneurial activities, often driven by personal motivation and the courage to take calculated risks. Generation Z, born between 1995 and 2012, has grown up in the digital era, shaping their mindset and access to entrepreneurial opportunities. This study investigates the extent to which financial literacy, family environment, and love of money influence the entrepreneurial interest of Gen Z students, with entrepreneurial motivation acting as a mediating variable. A quantitative research approach was employed using primary data collected through questionnaires from 99 Gen Z students. Path analysis was conducted to test the proposed relationships. The findings reveal that financial literacy, family environment, and love of money each significantly influence entrepreneurial motivation, which in turn has a strong mediating effect on entrepreneurial interest. These results highlight the critical role of internal motivation in bridging cognitive, emotional, and contextual factors in the entrepreneurial decision-making process among Gen Z students. This study provides useful insights for educators and policymakers aiming to cultivate entrepreneurship among younger generations through targeted support in financial education, family engagement, and value orientation.

Keywords: Family Environment; Financial Literacy; Love of Money; Entrepreneurial Motivation; Entrepreneurial Interest.

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1. Introduction

Human resources in Indonesia still heavily depend on the availability of job opportunities (Sari & Rahayu, 2020). The high unemployment rate leads to issues such as social inequality, crime, and poverty. Therefore, it is important for every individual to improve their skills in managing financial resources so that each person can effectively achieve a better quality of life. With increasingly competitive financial products and individual needs, the community is required to have knowledge in the field of finance, making adequate financial literacy essential. A lack of financial literacy can result in the Indonesian population facing losses due to the adverse effects of declining economic conditions and systemic economic developments that lead to inflation, causing people to be wasteful in their living expenses. Credit cards or other forms of credit are often utilized by the public without sufficient knowledge, leading many to incur losses due to overspending and the discrepancies in banking analysis and consumer lifestyle (Dewi & Purbawangsa, 2019).

From 2030 to 2040, Indonesia is expected to enter a demographic bonus era. As quoted from the (Kominfo, Jakarta) website, the demographic bonus refers to a period where the population aged 15 to 64 years will be higher compared to the non-productive age group above 65 years, accounting for over 60% of the total population in Indonesia. This productive population includes Generation Z. Generation Z is the generation born in the internet age and has benefited from technology since their birth period, generally from 1995 to 2012 (Kominfo, 2020). A person's ability to engage in entrepreneurship begins with awareness from a young age, leading them to consider entrepreneurship as one of the promising career options for the future. Financial literacy refers to an individual's capacity to obtain, understand, and

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make decisions regarding their financial resources (Kartini & Mashudi, 2022). According to (Rahadiyan, 2019), financial literacy represents an individual's capacity to manage funds to attain future well-being.

The recent research gap identified by (Ningsih & Aarsal, 2023) indicates that financial literacy can influence entrepreneurial interest. Conversely, research by (Ani et al., 2023) has shown that financial literacy may not influence entrepreneurial interest. These conflicting results create a research gap that motivates the researcher to investigate further concerning the relationship between financial literacy and entrepreneurial interest.

The family environment is the first group that individuals belong to, consisting of a small-scale membership that plays a crucial role in character formation. Recent research regarding the family environment has been identified by (Rahman et al., 2024), which demonstrates that the family environment can influence entrepreneurial interest. However, a study by (Wulandari, 2020) found that the family environment does not affect entrepreneurial interest. These two studies highlight a gap in research that warrants further investigation concerning the family environment.

Love of money, for individuals, is a mindset where a high attitude towards money leads to the belief that money has positive benefits, serves as a measure of achievement, symbolizes prosperity, and acts as a symbol of self-confidence (Astungkara & Widayanti, 2020). In line with this, (Hidayati, 2021) indicates in their research that individuals with a high level of love of money exhibit certain behaviors. Recent research regarding love of money has been identified by (Putri & Suryanawa, 2022), showing that the attitude of love of money can influence entrepreneurial interest, while research conducted by (Aini & Rahayu, 2022) indicates that love of money does not affect entrepreneurial interest.

The researcher aims to introduce novelty in this study, including adding the family environment variable among the independent variables of financial literacy and love of money in relation to entrepreneurial interest. Additionally, this research represents a new approach by focusing on Gen-Z students at the Faculty of Economics and Business, Universitas Negeri Makassar, as previous studies have focused on students in general. This is expected to serve as a broader reference concerning entrepreneurial interest.

2. Literature Review

2.1. Financial Literacy

Financial literacy refers to an individual's understanding of basic financial concepts and the ability to use that knowledge to make wise financial decisions. Financial literacy encompasses skills in budgeting, managing debt, saving, investing, and understanding the financial products available in the market. With good financial literacy, individuals can effectively manage their personal finances, avoid financial problems, and plan for a more stable financial future. According to Merritt (2019), "financial literacy serves as one of the important factors that can encourage individuals to become entrepreneurs, as they feel more confident in managing existing financial resources" (Merritt, 2019). Therefore, improving financial literacy among students and prospective entrepreneurs can have a positive impact on the management of business finances and their business success.

2.2. Family Environment

The family environment refers to the social, emotional, and economic conditions provided by a family to its members, which can influence personal development, values, and individual attitudes. In the context of entrepreneurship, the family environment plays a crucial role because families often serve as the primary source of instilling entrepreneurial values, providing emotional and financial support, and serving as role models that shape an individual's outlook on the business world. This influence can motivate individuals, including students, to have an interest and intention to start their own businesses. According to Suhardi & Mulyadi (2016), "the role of family in providing emotional encouragement and understanding of entrepreneurship is significant in shaping entrepreneurial interest among the youth" (Suhardi & Mulyadi, 2016). Families not only influence an individual's mindset but also provide the resources needed to start and manage a business, such as financial support and social networks.

2.3. Love of Money

In the context of entrepreneurship, love of money is also related to extrinsic motivation, where individuals are driven to measure success based on the financial results they achieve, such as profits or higher social status. Furnham (2015) explains that "those with a love of money orientation tend to focus more on financial outcomes and pay less attention to other intrinsic goals, such as personal achievement or social contribution" (Furnham, 2015). This indicates that love

of money can be a powerful motivator for starting a business, although it can sometimes present ethical and moral challenges.

2.4. Entrepreneurial Motivation

According to Tan et al. (2021), "entrepreneurial motivation can be influenced by many factors, including family influence, past experiences, and personal expectations related to financial freedom and independence" (Tan et al., 2021). In this context, individuals with intrinsic motivation are likely to have a greater passion for running a business and persisting in the long term, as they view entrepreneurship as a means to achieve personal and social goals.

2.5. Entrepreneurial Interest

Entrepreneurial interest is the drive or attraction of individuals to start their own business with the aim of achieving financial independence and creating job opportunities. Factors such as education, work experience, and social environment can influence an individual's level of interest in entrepreneurship. According to Schlaegel and Koenig (2014), supportive environmental factors and the existence of entrepreneurship education can enhance an individual's interest in becoming an entrepreneur. Furthermore, perceptions about the potential success of a venture also play a crucial role in fostering this interest, especially in societies that have a positive view of innovation and risk-taking.

3. Research Method and Materials

3.1. Research Design

The type of research is quantitative, utilizing SPSS for analysis. This study approaches a concept that has the capability to connect variables, which are then explained in terms of their relationships (Sugiyono, 2019). The research is conducted among Generation Z students at the Faculty of Economics and Business, Universitas Negeri Makassar. The population refers to the entire set of objects or subjects present in a research study (Ferdinand, 2019). In this research, the population consists of Generation Z students at the Faculty of Economics and Business at Universitas Negeri Makassar. Since the researcher does not have an exact number of Generation Z students in this faculty, the Lemeshow formula is applied (Sakaran & Bougie, 2019). According to Lemeshow, the sample size (n) obtained is 99 individuals.

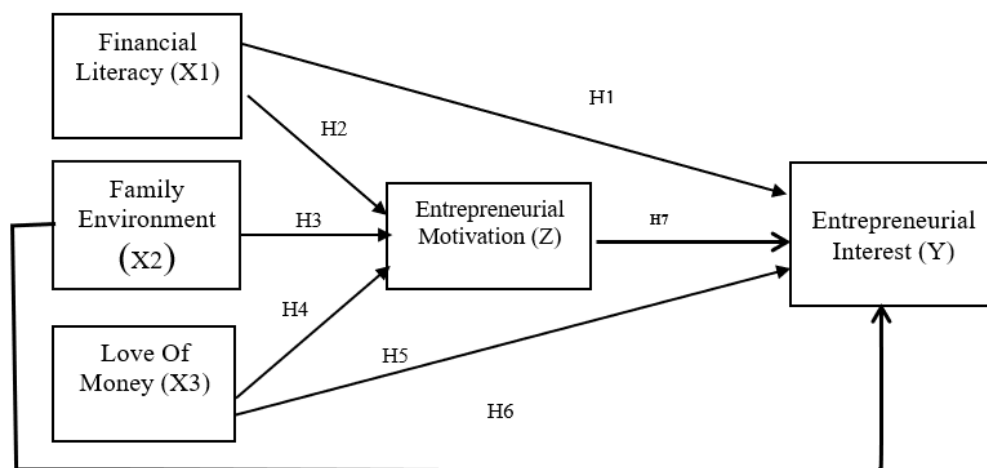


Figure 1. Research Design

Based on Figure 1, this study is a descriptive explanatory research that describes the effects among the variables examined. Descriptive means explaining and analyzing the research variables, namely financial literacy (X1), family environment (X2), love of money (X3), entrepreneurial motivation (Z), and entrepreneurial interest (Y). Meanwhile, explanatory refers to examining the causal effects among the research variables through hypotheses. The causal effects include the direct influence of financial literacy (X1), family environment (X2), and love of money (X3) on entrepreneurial motivation (Z), as well as the indirect effect of financial literacy (X1), family environment (X2), and love of money (X3) on entrepreneurial interest (Y) through entrepreneurial motivation (Z) among students of the Faculty of Economics and Business, Universitas Negeri Makassar.

Table 1. Hypothesis Summary

Hypothesis	Column A (t)
H1	Financial literacy has a positive and direct effect on entrepreneurial motivation.
H2	Financial literacy has a positive and direct effect on entrepreneurial interest.
H3	Family environment has a positive and direct effect on entrepreneurial interest.
H4	Love of money has a positive and direct effect on entrepreneurial interest.
H5	Love of money has a positive and direct effect on entrepreneurial motivation.
H6	Family environment has a positive and direct effect on entrepreneurial motivation.
H7	Entrepreneurial motivation has a positive and direct effect on entrepreneurial interest.
H8	Financial literacy has a positive and indirect effect on entrepreneurial interest through entrepreneurial motivation.
H9	Family environment has a positive and indirect effect on entrepreneurial interest through entrepreneurial motivation.
H10	Love of money has a positive and indirect effect on entrepreneurial interest through entrepreneurial motivation.

Based on Table 1, this research has 10 hypotheses. These hypotheses will test the direct effect of financial literacy (X1) on entrepreneurial motivation (Z), the direct effect of financial literacy (X1) on entrepreneurial interest (Y), the direct effect of family environment (X2) on entrepreneurial motivation (Z), the direct effect of love of money (X3) on entrepreneurial interest (Y), the direct effect of love of money (X3) on entrepreneurial motivation (Z), the direct effect of family environment (X2) on entrepreneurial motivation (Y), the direct effect of entrepreneurial motivation (Z) on entrepreneurial interest (Y), the indirect effect of financial literacy (X1) on entrepreneurial interest (Y) through entrepreneurial motivation (Z), the indirect effect of family environment (X2) on entrepreneurial interest (Y) through entrepreneurial motivation (Z), and the indirect effect of love of money (X3) on entrepreneurial interest (Y) through entrepreneurial motivation (Z).

3.2. Population and Sample

In this study, the population consists of all active students of the Faculty of Economics and Business at Universitas Negeri Makassar (UNM). The sampling technique used is proportional random sampling, calculated using Slovin's formula, resulting in a sample size of 99 respondents from the population.

3.3. Data Collection

Data collection was carried out by determining the research subjects, namely all students of the Faculty of Economics at Universitas Negeri Makassar, using questionnaires. The questionnaire used was a closed questionnaire delivered via digital media, often referred to as Google Forms, with a Likert scale. Scoring was done using a Likert scale with 5 alternative responses: Strongly Disagree: 1, Disagree: 2, Neutral: 3, Agree: 4, and Strongly Agree: 5. The data were then analyzed using the Statistical Package for the Social Sciences, or more commonly known as SPSS (Statistical Product and Service Solutions) version 27. The data analysis used in this research consists of descriptive statistical analysis, classical assumption tests, and path analysis.

4. Results and Discussion

4.1. Hypothesis Testing

Hypothesis testing is used to test the influence of exogenous variables both directly and indirectly on endogenous variables. The hypothesis is accepted or rejected based on the criterion that if the p-value < 0.05, then H0 is accepted, or it is stated that the obtained regression coefficient is significant. The results of the hypothesis testing for direct and indirect effects can be seen in the Table 1.

To obtain the error influence (e_1), the formula used is:

$$e_1 = 1 - R^2 = \sqrt{1 - 0.883} = 0.342$$

$$Y = \beta_4 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_7 Z + e_2$$

$$Y = 0.086 X_1 + 0.234 X_2 + -0.061 X_3 + 0.731 Z + 0.342$$

The coefficient of determination of 0.342 indicates a direct effect of financial literacy, family environment, love of money, and entrepreneurial motivation on the Y variable (entrepreneurial interest) of 34.2%, while 96.5% is influenced by other variables outside of this model or research.

Table 2. Results of Indirect Hypothesis Testing

Variabel	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
Constant	,158	1.279		.123	,902
Financial Literacy	,086	,050	,122	1.724	,088
Family Environment	,234	,234	,302	2.897	,005
Love of money	-,061	,065	,080	-.943	,348
Entrepreneurial Motivation	,731	,125	,603	5.868	,001
R square	0,883				
e1	0,342				

Table 3. Direct Hypothesis Testing

Variabel	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
Financial Literacy	-.028	,036	,048	-,738	,831
Family Environment	,221	,221	,346	4,007	,436
Love of money	,154	,154	,244	3,561	,001
Love Of Money	,367	,063	,444	5,868	,000
R square	0,887				
e1	0,336				

To obtain the error influence (e_2), the formula used is:

$$e_2 = 1 - R^2 = \sqrt{1 - 0.887} = 0.336$$

$$Z = \beta_4 X_1 + \beta_5 X_2 + \beta_6 X_3 + e_1$$

$$Z = -0.028 X_1 + 0.221 X_2 + 0.154 X_3 + 0.336$$

The coefficient of determination of 0.336 indicates a direct effect of financial literacy, family environment, and love of money on the variable of entrepreneurial motivation of 33.6%, while 66.4% is influenced by other variables outside this model or research.

Financial literacy has a positive and significant effect on entrepreneurial interest through entrepreneurial motivation.

$$\begin{aligned} \text{Indirect Effect:} &= X_1 \rightarrow Z \rightarrow Y \\ &= \beta_4 \times \beta_7 \\ &= 0,028 \times 0,603 \\ &= 0,016 \end{aligned}$$

The family environment has a positive and significant effect on entrepreneurial interest through entrepreneurial motivation.

$$\begin{aligned} \text{Indirect Effect:} &= X_2 \rightarrow Z \rightarrow Y \\ &= \beta_5 \times \beta_7 \\ &= 0,221 \times 0,603 \\ &= 0,133 \end{aligned}$$

Love of money has a positive and significant effect on entrepreneurial interest through entrepreneurial motivation.

$$\begin{aligned}
 \text{Indirect Effect:} &= X3 \rightarrow Z \rightarrow Y \\
 &= \beta_6 \times \beta_7 \\
 &= 0,154 \times 0,603 \\
 &= 0,092
 \end{aligned}$$

- H1: The effect of financial literacy on entrepreneurial interest has a significance value of $0.088 < 0.05$ and a Beta value of 0.112. Based on these results, it can be concluded that H1 is accepted.
- H2: The effect of financial literacy on entrepreneurial motivation has a significance value of $0.831 < 0.05$ and a Beta value of 0.048. Based on these results, it can be concluded that H2 is accepted.
- H3: The effect of the family environment on entrepreneurial motivation has a significance value of $0.346 < 0.05$ and a Beta value of 0.436. Based on these results, it can be concluded that H3 is accepted.
- H4: The effect of love of money on entrepreneurial motivation has a significance value of $0.00 < 0.05$ and a Beta value of 0.224. Based on these results, it can be concluded that H4 is accepted.
- H5: The effect of love of money on entrepreneurial interest has a significance value of $0.348 < 0.05$ and a Beta value of 0.080. Based on these results, it can be concluded that H5 is accepted.
- H6: The effect of the family environment on entrepreneurial interest has a significance value of $0.005 < 0.05$ and a Beta value of 0.302. Based on these results, it can be concluded that H6 is accepted.
- H7: The effect of entrepreneurial motivation on entrepreneurial interest has a significance value of $0.001 < 0.05$ and a Beta value of 0.603. Based on these results, it can be concluded that H7 is accepted.
- H8: The effect of financial literacy on entrepreneurial interest through entrepreneurial motivation has a Beta value of 0.128. Based on these results, it can be concluded that H8 is accepted.
- H9: The effect of the family environment on entrepreneurial interest through entrepreneurial motivation has a Beta value of 0.181. Based on these results, it can be concluded that H9 is accepted.
- H10: The effect of love of money on entrepreneurial interest through entrepreneurial motivation has a Beta value of 0.528. Based on these results, it can be concluded that H10 is accepted.

4.2. Path Analysis

Table 4. Path Analysis Results

Variable Influence	Influence		Total Influence
	Direct Influence	Indirect Influence	
Influence X1 → Y	0,112	-	0,112
Influence X2 → Y	0,048	-	0,048
Influence X3 → Y	0,436	-	0,436
Influence X1 → Z	0,224	-	0,224
Influence X2 → Z	0,080	-	0,080
Influence X3 → Z	0,302	-	0,302
Influence Z → Y	0,603	-	0,603
Influence X1 → Z → Y	0,112	0,016	0,128
Influence X2 → Z → Y	0,048	0,133	0,181
Influence X3 → Z → Y	0,436	0,092	0,528

Based on the structure of this research model, the empirical equations can be made as follows:

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_7 Z + e_2$$

$$Y = 0,112 X_1 + 0,048 X_2 + 0,436 X_3 + 0,603 Z + 0,342$$

$$Z = \beta_4 X_1 + \beta_5 X_2 + \beta_6 X_3 + e_1$$

$$Z = 0.028 X_1 + 0.221 X_2 + 0.154 X_3 + 0.336$$

The the result of the path analysis in the form of a diagram shown on Figure 2.

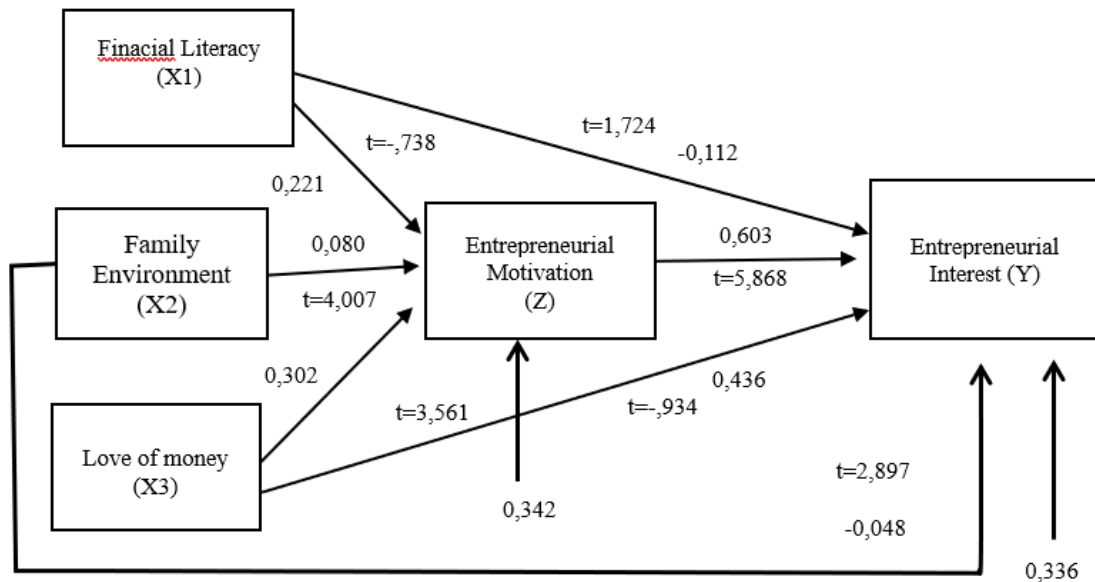


Figure 2. Path Analysis Results Model

In Figure 2, standardized betas and the extent of direct and indirect effects of each variable are explained.

Coefficient of Determination: $R^2 = 1 - P e^2 * P e^2 \dots \dots \dots P e^2$.

Interpretation of R^2 is as follows: $R^2 = 1 - (0.342^2) (0.336^2) = 1 - 0.012 = 0.098$

Based on the coefficient of determination above, it shows that the direct and indirect effect is 0.098 or 9.8%. In other words, the information contained in the data (9.8%) is explained by this model. Meanwhile, (90.2%) is explained by variables outside of this model or research.

4.3. Discussion

4.3.1 The Influence of Financial Literacy on Entrepreneurial Interest Among Students of the Faculty of Economics at Universitas Negeri Makassar

The results of this study indicate that there is a positive and significant relationship between financial literacy and entrepreneurial interest among students of the Faculty of Economics and Business at Universitas Negeri Makassar. It defines that an entrepreneur is someone who can combine various available resources to create new products/services, develop products, new technologies, and new marketing or distribution channels to enhance their wealth while bearing various risks that may arise, such as financial capital, time, and/or commitment. Building a business certainly requires one to be prepared for the risks that arise during the operation of the business. One risk that an entrepreneur must face is financial risk. Based on research conducted by Hendrati & Muchson (2010) and Nurwahidah (2020), financial literacy has a significant impact on entrepreneurial interest among students. Students who possess adequate financial knowledge are more likely to have the confidence to start a business. This is because they feel more prepared in terms of financial management, which is one of the main components of running a business. The influence of the financial literacy variable on the entrepreneurial behavior variable can be partially seen from the calculated value, which is smaller than the table value. Therefore, it can be concluded that financial literacy, on a partial basis, has a significant influence on students of the Faculty of Economics and Business at Universitas Negeri Makassar.

4.3.2 The Influence of Financial Literacy on Entrepreneurial Motivation Among Students of the Faculty of Economics and Business at Universitas Negeri Makassar

The results of this study indicate that there is a positive and significant relationship between financial literacy and entrepreneurial motivation among students of the Faculty of Economics and Business at Universitas Negeri Makassar.

Another effort to foster entrepreneurial interest and knowledge is through financial literacy. Financial literacy is widely recognized as an essential life skill that all students must possess. When students have difficulty controlling their ongoing expenditures, it indicates that they have a low level of financial literacy. According to Sarega (2017:77), "Financial literacy is the knowledge, skills, and beliefs that influence attitudes and behaviors in improving the quality of financial management and decision-making to achieve well-being." Financial literacy can also be defined as financial competency or literacy (cubg, 2018).

The calculation results above indicate significance because the significance level is lower than the confidence level. The financial literacy variable and entrepreneurial knowledge variable positively affect the entrepreneurial interest variable. This supports research by Syafrizaldi (2018), which shows that interest is a psychological aspect that influences a person's success in performing their tasks. A person interested in entrepreneurship will pay attention, be interested, and enjoy every aspect related to entrepreneurship.

4.3.3 The Influence of Family Environment on Entrepreneurial Motivation Among Students of the Faculty of Economics and Business at Universitas Negeri Makassar

The results of this study indicate that there is a positive and significant relationship between the family environment and entrepreneurial motivation among students of the Faculty of Economics and Business at Universitas Negeri Makassar. Research by Shinnar et al. (2018) found that individuals from families that support entrepreneurship tend to have a higher level of entrepreneurial motivation compared to those from families with a more conservative view of business. Additionally, families play a significant role as a very effective source of informal education. Families that teach entrepreneurial values, such as hard work, perseverance, and the ability to take risks, tend to produce individuals who are more confident in facing challenges in entrepreneurship. For example, students at the Faculty of Economics and Business at Universitas Negeri Makassar from entrepreneurial families are more likely to be motivated to start a business because they are already familiar with the concepts and challenges of entrepreneurship. However, Liu et al. (2019) emphasize that family support does not always mean that entrepreneurial motivation will increase. Factors such as parental education levels, instilled values, and approaches to risk can have a more significant impact than merely having parents who run a business. It can be concluded that the X2 variable has a direct relationship with Z. Therefore, it can be concluded that the family environment has a positive influence on entrepreneurial interest.

4.3.4 The Influence of Love of Money on Entrepreneurial Motivation Among Students of the Faculty of Economics and Business at Universitas Negeri Makassar

Empirical findings indicate that there is a significant relationship between love of money and entrepreneurial motivation among students of the Faculty of Economics and Business at Universitas Negeri Makassar. The influence of love of money on entrepreneurial motivation is evident. Hypothesis testing shows that there is an influence of love of money on the motivation for entrepreneurship. This testing is in line with the findings of Hidayati (2021). Love of money, which refers to how individuals treat money, manage money, and desire to have money, is just one of the factors that generate interest in entrepreneurship among students of the Faculty of Economics and Business at Universitas Negeri Makassar. By becoming an entrepreneur, they will learn to manage the money they have for their businesses so as not to incur losses, which can mean losing money, and learn to grow their money to be more, in other words, to gain profits. Hypothesis testing results show a significant value, meaning there is an influence of financial literacy, self-efficacy, and love of money on entrepreneurial motivation collectively. With strong financial literacy, self-efficacy, and a love of money, students at the Faculty of Economics and Business at Universitas Negeri Makassar will have an interest in entrepreneurship.

4.3.5 The Influence of Love of Money on Entrepreneurial Interest Among Students of the Faculty of Economics and Business at Universitas Negeri Makassar

The findings empirically indicate that there is a significant relationship between love of money and entrepreneurial interest among students of the Faculty of Economics and Business at Universitas Negeri Makassar. The influence of love of money on entrepreneurial interest can be explained through extrinsic motivation, where individuals are driven to achieve wealth and social status through business success. Students who have a high love of money will strive to seek business opportunities that can provide significant financial returns. Baker & D. G. L. (2016) stated in their research that "Individuals with a high love of money orientation are generally more motivated to become entrepreneurs because they see entrepreneurship as the primary path to wealth and financial freedom."

Research by Limpung & Kurniawan (2018) also revealed that "love of money plays an important role in increasing entrepreneurial interest among students, as they view entrepreneurship as one of the fastest ways to achieve significant financial results." Thus, students who view money as an important factor in their lives are more likely to be interested in starting their own businesses, as they believe that entrepreneurship is the right way to achieve those financial goals.

4.3.6 *The Influence of Family Environment on Entrepreneurial Interest Among Students of the Faculty of Economics and Business at Universitas Negeri Makassar*

The study findings empirically show that there is a significant relationship between the family environment and entrepreneurial interest among students of the Faculty of Economics and Business at Universitas Negeri Makassar. The family environment plays an important role in shaping attitudes and entrepreneurial interests in individuals, including students of the Faculty of Economics and Business at Universitas Negeri Makassar. Families serve as the first place for individuals to acquire values, knowledge, and attitudes related to entrepreneurship. Students from families with entrepreneurial experience or those who support entrepreneurial ideas are more motivated to develop their interest and start their own businesses. Family support, both emotionally and financially, can provide greater confidence for students to face challenges in entrepreneurship. Research by Setiawan & Agustinus (2017) indicates that "supportive family environments that instill entrepreneurial values have a positive influence on students' entrepreneurial interest" (Setiawan & Agustinus, 2017). Additionally, Suhardi & Mulyadi (2016) also stated that "family involvement in guiding and providing entrepreneurial examples can enhance students' interest in starting a business" (Suhardi & Mulyadi, 2016). Therefore, family environments that support entrepreneurship have the potential to significantly increase students' interest in entering the world of business.

4.3.7 *The Influence of Entrepreneurial Motivation on Entrepreneurial Interest Among Students of the Faculty of Economics and Business at Universitas Negeri Makassar*

Based on this research, entrepreneurial motivation has a positive and significant effect on the entrepreneurial interest of students of the Faculty of Economics and Business at Universitas Negeri Makassar. According to Syarief (2017), entrepreneurial motivation is a condition that invites, encourages, and drives someone to engage in entrepreneurial activities. Entrepreneurial motivation is an internal drive that emerges within individuals to undertake activities related to entrepreneurship. The motivation to venture into business is a drive within individuals to leverage their opportunities and abilities with the hope of gaining income and independence.

Individuals with entrepreneurial motivation will create their own business opportunities. This, of course, brings benefits both for those who start the business and for others who will eventually receive job opportunities. Entrepreneurial motivation influences entrepreneurial interest, aligning with research conducted by Hernikasari et al. (2022), Wahono & Ali (2021), Iryani et al. (2021), Hasyim & Ali (2022), Kholisoh & Ali (2020), Fauzi & Ali (2021), Ali, Zainal, et al. (2022), Suleman et al. (2020), Maisharoh & Ali (2020), Ismail et al. (2022), and A. Maharani & Saputra (2021). Based on the research findings on entrepreneurial interest and entrepreneurial motivation among students of the Faculty of Economics and Business at Universitas Negeri Makassar, it can be concluded that research by Syarief (2017) shows that entrepreneurial interest and entrepreneurial motivation are significantly related.

4.3.8 *The Influence of Financial Literacy on Entrepreneurial Interest Through Entrepreneurial Motivation Among Students of the Faculty of Economics and Business at Universitas Negeri Makassar*

Based on research findings, financial literacy has a positive and significant influence on entrepreneurial interest through entrepreneurial motivation among students at the Faculty of Economics and Business at Universitas Negeri Makassar. Research by Zahra (2016) indicates that students with a good understanding of financial management tend to feel more confident in making business decisions and managing financial resources, which in turn increases their motivation to start businesses. A strong financial knowledge allows students to manage risk and capital more effectively, thus increasing their interest in engaging in entrepreneurship. As financial literacy increases, entrepreneurial motivation will also grow, encouraging students to realize their business ideas and take concrete steps to start a business. High financial literacy serves as a major driving factor connecting motivation and entrepreneurial interest among students.

4.3.9 *The Influence of Family Environment on Entrepreneurial Interest Through Entrepreneurial Motivation Among Students of the Faculty of Economics and Business at Universitas Negeri Makassar*

Based on research findings, the family environment has a positive and significant influence on entrepreneurial interest through entrepreneurial motivation among students at the Faculty of Economics and Business at Universitas Negeri Makassar. Research by Miller & Prichett (2018) states that "the role of the family as a primary supporter in entrepreneurship has a significant influence on the development of motivation and entrepreneurial intention, especially among the younger generation." Entrepreneurial motivation, whether intrinsic (the desire to innovate or be independent) or extrinsic (the desire to gain profit), significantly impacts entrepreneurial interest. When entrepreneurial motivation is high, individuals are more likely to have a strong interest in running their own businesses. If students receive high motivation from their families, they will be more inclined to start businesses. Research has shown that supportive families that instill entrepreneurial values provide a strong impetus to build entrepreneurial interest among the younger generation.

4.3.10 The Influence of Love of Money on Entrepreneurial Interest Through Entrepreneurial Motivation Among Students of the Faculty of Economics and Business at Universitas Negeri Makassar

Based on research findings, the family environment has a positive and significant influence on entrepreneurial interest through entrepreneurial motivation among students at the Faculty of Economics and Business at Universitas Negeri Makassar. Love of money often serves as a primary motivator for individuals to start businesses. Individuals with a high financial orientation tend to view entrepreneurship as a way to achieve wealth and financial freedom. Research conducted by Nuhlasita (2022) shows that "Individuals with a strong desire for financial success are more likely to develop an entrepreneurial interest and be motivated to pursue business opportunities." This means that individuals motivated by the desire to gain money are more likely to develop entrepreneurial interest and seek business opportunities. Although financial motivation can drive individuals to work hard and take risks, it is important to remember that an excessive love of money can also affect the quality of business decisions and social relationships built within the endeavor. Therefore, while love of money can enhance interest and motivation to venture into business, balance is required to ensure that the focus is not merely on material gains but also on values and long-term business sustainability.

5. Conclusion

Based on the results of the research and discussion, it can be concluded that both directly and indirectly, Financial Literacy, Family Environment, Love of Money, and Entrepreneurial Interest have a significant influence on Entrepreneurial Motivation among students of the Faculty of Economics and Business at Universitas Negeri Makassar. Overall, the results of this study show a direct and indirect influence of 0.098 or 0.98%, which means that the information contained in the data is explained by this research model at a rate of 0.98%. Meanwhile, 99.0% is explained by variables outside of this model or study. This indicates that the higher the Financial Literacy, Family Environment, and Love of Money of a student, the more it will affect Entrepreneurial Motivation as a mediating variable that shapes the Entrepreneurial Interest of students at the Faculty of Economics and Business at Universitas Negeri Makassar.

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