

THE NEXUS OF MULTIPLE CIRCUMSTANCES IN SHAPING PHARMAPRENEUR OF PHARMACY STUDENT UNIVERSITY IN MAKASSAR SOUTH SULAWESI

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Abstract

Purpose – This study aims to conceptualize an empirical model of pharmapreneur for pharmacy student university in Makassar South Sulawesi by exploring multiple circumstances such as family, social media, and university environments. To bridge the gap, this study employs a moderating effect of student business mindset to strength their intention to be a pharmacist entrepreneur.

Design/methodology/approach – This is explanatory study with quantitative approach, using survey method to obtain a number of data. This study picks pharmacy student university in Makassar City as the sample. Out of 402 responses were gathered using online questionnaire with purposive sampling technique, and the data analyzed with Structural Equation Modeling (SEM-PLS).

Finding - The finding revealed that family, social media, and university environments directly bring positive and significant effect in shaping the intention of student to be a pharmapreneur. However, the moderating variable can only moderate the relationship of social media on the student intention. These findings prove that family and university circumstances already have strong effect in influencing the student intention to be an entrepreneur in pharmacy sector.

Implication – the results are expected to be used as a foundation and empirical guidance for universities in Makassar City, especially those with pharmacy study program I. developing more in-depth and comprehensive entrepreneurship curriculum to produce pharmacy students who have a solid entrepreneurial mindset and intention.

Originality – This study proposed the pharmapreneur conceptualization model to enhance student's business intention.

Keywords: Pharmapreneur, Entrepreneurship, Social Media, Family and University Environments

A. INTRODUCTION

The economic potential of MSMEs in Indonesia is very significant. MSMEs contribute greatly to labor absorption and become a sector that supports the growth of Gross Domestic Product (GDP). With a much larger number of business units than other ASEAN countries, Indonesia has advantages in creating jobs, improving people's welfare, and encouraging local innovation. Although Indonesia has the largest number of MSMEs, the challenge of global competitiveness remains a major concern. This data underscores the need to strengthen the quality of MSMEs through training programs, access to technology, more inclusive funding, and integration into the digital market. In addition, strengthening the productivity and efficiency of MSMEs is a strategic step to optimize their economic contribution. This data illustrates that Indonesia has great potential to lead in the ASEAN entrepreneurship sector. However, strategic policies are needed to support sustainable growth and increase the competitiveness of MSMEs in regional and global markets.

In the world of education, entrepreneurship is one of the important pillars in shaping a proactive and independent youth mindset. Campuses as educational institutions have the responsibility to instill entrepreneurial values

through entrepreneurship education programs. This aims to equip students with critical thinking skills, courage to take risks, and adaptability in facing the challenges of the increasingly complex world of work. This importance is increasingly relevant given the demands of an increasingly competitive job market. The Independent Entrepreneurship Program initiated by the Ministry of Education and Culture was born in response to the challenges of the era of globalization, digitalization, and the need to strengthen the innovation-based economy. The goal is to equip students with hands-on experience in the business world so that they are able to face the uncertainty of the job market. This program is in line with the Independent Learning-Independent Campus (MBKM) policy which gives students the freedom to study outside their study program. Independent Entrepreneurship provides opportunities for students to develop creative, innovative, and adaptive mindsets, as well as overcome the issue of intellectual unemployment due to inequality between university graduates and the needs of the world of work.

Entrepreneurial potential in general for students covers various business sectors that are not limited to the pharmaceutical sector. Students from various educational backgrounds have the opportunity to innovate and create added value in sectors such as technology, culinary, creative, education, and services. With increased awareness of sustainability, students can also take advantage of eco-friendly business trends, such as the production of recyclable goods, renewable energy, or other sustainable products. Technology can also be used as a tool to hone an entrepreneurial mindset. With access to a wide range of digital platforms, Generation Alpha has greater opportunities to learn and develop business ideas. The use of technology can help them understand and manage finances from an early age (Desi, 2024).

These opportunities can also be supported by on-campus entrepreneurship education programs, which provide training, access to capital, and connections to the pharmaceutical industry. Thus, pharmacy students can combine their academic knowledge with entrepreneurial skills to create sustainable innovation. This not only contributes to economic growth but also increases people's access to high-quality pharmaceutical products and services. This shows that the development of entrepreneurship among pharmacy students has great potential to create positive social and economic impacts (EntrepreneurHub, 2024). The collaboration between the Independent Entrepreneurship Program from the Ministry of Education and Culture and the Wiramuda Program from the Ministry of Youth and Sports can support each other in creating an entrepreneurial ecosystem that is conducive to students. While Independent Entrepreneurship provides freedom for students to learn and innovate outside of their study program, Wiramuda provides the necessary training and networking to implement those business ideas. Thus, students not only gain theoretical knowledge, but also the practical skills and support necessary to start and grow their businesses. For pharmacy students, the synergy between these two programs opens up opportunities to develop businesses in the health sector, such as the creation of innovative pharmaceutical products, health consulting services, or the development of digital health applications. With the support of entrepreneurial training and access to a professional network, they can identify market opportunities, design effective business models, and access the resources necessary to turn their ideas into successful ventures.

Entrepreneurial activities among pharmacy students can create a pharmapreneur ecosystem. A pharmapreneur is a pharmacist who can integrate pharmaceutical knowledge with an entrepreneurial spirit to create business opportunities in various sectors, both directly related to pharmaceuticals and outside the field. Not only limited to pharmacies or the pharmaceutical industry, a pharmapreneur can explore businesses such as the development of skincare products, functional foods, and digital health technology. With innovative, creative, and well-being-oriented characteristics, they utilize modern technologies such as e-commerce and telemedicine to reach consumers more widely. In addition to creating new businesses, they also contribute to raising public health awareness. Pharmapreneurs are a representation of pharmacists who not only focus on traditional careers but also dare to take on the role of entrepreneurs, generating greater social and economic impact (Albarraq et al., 2020)

Entrepreneurial interest is an individual's desire, interest, and inclination to start and run business activities. This interest reflects the initial motivation that drives a person to take concrete steps in building a business. According to Ajzen's (1991) theory of behavioral intention in the theory of planned behavior (TPB), entrepreneurial interest is formed from three main factors: attitudes towards entrepreneurship, subjective norms, and perceptions of behavior control. These factors influence a person's intention to become an entrepreneur, which ultimately determines the actual actions in starting a business. Although the theory has provided an in-depth explanation of the formation of entrepreneurial interests, there are limitations in understanding the influence of external factors, such as family culture and educational environment, on those interests. Existing research often focuses on individual factors, such as self-efficacy and motivation, without exploring in depth the influence of family, community, and government policy support as additional triggers of entrepreneurial interest.

The family environment is the main foundation in the formation of individual character (Olivia & Nuringsih, 2022). As the smallest social institution, the family has a significant role in providing early education, moral values, and norms that shape a person's mindset. In the context of entrepreneurship, the family serves as a source of motivation and inspiration to develop an entrepreneurial spirit. According to Coleman (1988) in Social Capital Theory, relationships in the family create social capital that supports individuals to achieve goals, including in the business world. However, there is a gap in understanding how family dynamics affect entrepreneurial interests and success. Bandura's Social Cognitive Theory (1986) states that the environment plays an important role in shaping individual beliefs and behaviors. In families, observational learning through interaction with family

members can build relevant skills and mindsets for entrepreneurs. While many studies have addressed the role of the family in shaping an entrepreneurial mindset, most focus on the emotional dimension and financial support. Research linking family social dynamics to the development of innovation and creativity in entrepreneurship is still minimal. This gap creates the need to explore more deeply the relationship between family cultural values and the individual's ability to recognize and take advantage of business opportunities (Adha et al., 2023).

Further, social media has evolved into a highly influential platform in today's modern life. In addition to being a communication tool, social media is also a means to promote and develop a business. For entrepreneurs, social media offers an opportunity to reach a wider audience at a relatively low cost, increase brand awareness, and build more personal relationships with customers (Prihatma & Nurhayani, 2024). Social media can influence the decision-making process, from determining the type of product or service to the marketing strategy used. The development of digital technology allows entrepreneurs to execute business ideas more effectively and efficiently (Olivia & Nuringsih, 2022; Zamhari et al., 2022). Social media, such as Instagram, Facebook, and TikTok, provides a space for entrepreneurs to market products directly to consumers. Research shows that the use of social media can increase the visibility of MSME businesses, allowing them to compete in a wider market (Aulia Nadhila et al., 2023). In addition, social media encourages entrepreneurs to continue to innovate in their marketing strategies. For example, engaging content, such as short videos or infographics, can capture the audience's attention and increase sales conversions (Maureen Olivia, 2022; Nurul Wahyuni, 2023). This is especially important for micro and small business actors who have limited resources (Atik et al., 2023). Diffusion of Innovation Theory (Rogers, 1962) explains how innovation, including social media, can be adopted by society. Entrepreneurs who use social media as a marketing tool are using it to accelerate the adoption of their products among consumers (Zamhari et al., 2022). Furthermore, the Technology Acceptance Model (TAM) highlights how the perception of ease of use and perceived benefits of technology (social media) can influence the decision to use it in entrepreneurship (Olivia & Nuringsih, 2022).

Gap research related to the use of social media to increase entrepreneurial interest among Pharmacy students is the lack of research on certain segments such as pharmacy students in this study. Many studies focus on MSMEs in general, but there is a lack of studies that address the impact of social media on female entrepreneurs or certain other segments, such as pharmacy students (Atik et al., 2023; Berto Mulia Wibawa et al., 2023). The lack of studies on long-term effects has led most studies to look at the short-term effects of social media use on entrepreneurial decisions, without exploring its impact on long-term business growth (Wahyuni et al., 2023a).

The entrepreneurial mindset plays an important role in shaping the mindset of pharmacy students who are oriented towards the creation of opportunities and innovation (Korte, 2018). As a moderation, this mindset affects the way students respond to challenges and opportunities in the pharmaceutical world. With an adaptive, creative, and risk-taking mindset, college students are more likely to have a high interest in exploring entrepreneurship, such as developing new pharmaceutical products or technology-based services. Theory of entrepreneurial cognition (Baron, 2004) emphasizing that the entrepreneurial mindset facilitates quick and informed decision-making.

Pharmacy students with an entrepreneurial mindset tend to be more motivated to create innovative solutions that can meet the needs of the health market. As a moderation, this mindset changes students' perception of risk into an opportunity to create new value. Bandura's (1986) theory of self-efficacy explains that individuals with a strong entrepreneurial mindset are more confident in facing challenges, so their interest in entrepreneurship increases. In the context of pharmaceuticals, this means that students are not only interested in working in pharmaceutical companies but also in starting their own businesses, such as digital pharmacies, specialty pharmaceutical services, or the development of herbal products (Saptono et al., 2020). The entrepreneurial mindset acts as a catalyst that strengthens the connection between entrepreneurship education and entrepreneurial interests (Wardana et al., 2020). When pharmacy students are equipped with a curriculum that supports innovation and practical experience, an entrepreneurial mindset helps them see previously unseen business opportunities.

A holistic approach to entrepreneurial interests faces several limitations in explaining the influence of various factors in an integrated manner. Although the Theory of Planned Behavior (Ajzen, 1991) and Social Cognitive Theory (Bandura, 1986) have explained the formation of entrepreneurial interest through attitudes, subjective norms, and behavior control, these theories have not fully included external elements such as the dynamics of the family environment, social media, and the campus environment as a whole. In addition, the theory of entrepreneurial cognition (Baron, 2004) emphasizing the importance of mindset in business decision-making, but it is not enough to explore the role of entrepreneurial mindset as a moderation variable that connects external factors with entrepreneurial interests, especially in pharmacy students. In the context of digital technology, the Technology Acceptance Model (TAM) provides insights into technology adoption, but it does less explore the role of social media as part of the digital ecosystem that can influence entrepreneurial interest through interaction and exposure to business opportunities.

The campus environment is also seen as an entrepreneurial ecosystem, but Collaborative Learning Theory has not explicitly explained how campus elements such as business incubators, entrepreneurship training, and student communities can build sustainable entrepreneurial intentions. In addition, social capital theory (Bourdieu, 1986) provides a basis for understanding family relationships, but has not discussed in detail how the emotional, financial, and moral support of the family contributes to the formation of entrepreneurial mindsets and intentions specifically.

Gap research shows that studies on entrepreneurship generally focus on MSMEs in general, but rarely explore specifically how the family environment, social media, and campus affect the entrepreneurial interests of pharmacy students. In addition, the effect of moderation of entrepreneurial mindset on the influence of environmental factors on entrepreneurial interest still receives less attention, especially in the context of pharmacy students. Research on the role of social media also tends to be limited to short-term impacts on entrepreneurial decisions, without exploring its impact on the growth and sustainability of pharmacy students' businesses. Furthermore, the role of the campus environment is often only studied in the context of curriculum or formal training, without paying attention to the integration of campus communities and innovative programs such as business incubators in encouraging pharmacy students to become entrepreneurs. Finally, the dynamics of the family environment still show inconsistencies in the research. Although family is often identified as a supporting factor, there is not yet a clear understanding of why some individuals from entrepreneurial families fail to develop their entrepreneurial interests.

The gap phenomenon that occurs is that Indonesia faces a number of challenges related to entrepreneurship and MSME development that need serious attention. Despite having the largest number of MSMEs in ASEAN and a significant contribution to the national economy, the quality and competitiveness of Indonesian MSMEs are still lagging behind in the global market. Many MSMEs are not able to take advantage of digital technology or access funding optimally to increase productivity and efficiency. In addition, although the young generation of Indonesia shows a high interest in entrepreneurship, not all of them are able to realize this interest into real businesses, due to limited access to capital, lack of practical entrepreneurship training, and a less supportive environment. On the other hand, the inequality between the educational curriculum and market needs further exacerbates the situation. Programs such as Independent Entrepreneurship are designed to bridge this gap, but the implementation is not evenly distributed, so many students have not gained enough practical experience to compete in the business world.

The role of the family also plays an important role in shaping entrepreneurial interests. Individuals from entrepreneurial families often have greater opportunities to develop their businesses, but others fail to take advantage of these opportunities due to other factors such as self-efficacy and educational environment. In addition, the lack of research focusing on specific segments, such as pharmacy students, creates a gap in understanding how this group can leverage their expertise to create innovative pharmaceutical-based ventures. Social media is also an important element in modern entrepreneurship, but existing research has more discussed its short-term impact on entrepreneurial decisions. In fact, this platform has great potential to support long-term business growth, especially for pharmacy students who can use social media to develop digital pharmaceutical businesses.

B. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Family Environment Relationship with Entrepreneurial Interest of Pharmacy Students

The family environment is a collection of life and death elements in a small social group consisting of father, mother, and child, who are bound together by blood relationship, marriage, or adoption. This element forms social interactions that support the development of individuals in various aspects, including entrepreneurship (Nusannas, 2018). The family environment is also a major source of individual character formation. Factors such as parental work, parenting, and family support play a huge role in creating entrepreneurial motivation, especially in the context of education.

The family environment is the main foundation in forming entrepreneurial interest and motivation. Emotional support from family gives individuals the confidence to face challenges in starting a business. By providing encouragement, motivation, and a sense of security, families create an environment conducive to the exploration of new ideas. In addition, financial support plays an important role as seed capital that allows individuals to take the first step in running a business without having to worry too much about financial risks. Moral support is also no less important, where the family acts as a source of inspiration and a place to share experiences, so that individuals feel psychologically supported (Prasetyo et al., 2019).

Fadilah & Nurmalasari (2023) define the family environment as the foundation for the formation of an entrepreneurial mindset. The family environment not only provides emotional support but also becomes the main agent in building entrepreneurial intentions and interests through an inspiring mindset. The family environment includes the moral and material support provided to the individual. This environment is an important factor that influences entrepreneurial interests, where interpersonal relationships in the family encourage confidence and innovation (Julindrastuti & Karyadi, 2022). Social environment theory states that the social environment, including the family, has a strong influence on the development of a person's attitudes, values, and behavior. In the context of entrepreneurship, the family as the first social environment shapes the individual's mindset and motivation to be entrepreneurial. Family support, such as emotional encouragement and real-life examples of successful family members in entrepreneurship, can motivate individuals to follow in the footsteps.

The influence of the family environment on entrepreneurial decisions among pharmacy students is very important in encouraging the creation of pharmapreneurs, namely entrepreneurs in the pharmaceutical sector. Families that provide moral, financial, and access to entrepreneurial knowledge can help pharmacy students develop an

innovative mindset and the courage to start a business in the pharmaceutical field, such as a clinic, pharmacy, or innovative pharmaceutical product development. In addition, general entrepreneurial values instilled from an early age, such as courage to take risks and tenacity, allow pharmacy students to see opportunities in various lines of industry that continue to grow. With the encouragement of their families, pharmacy students are better prepared to face market challenges while creating health solutions that are of value to the community (Wahyuni et al., 2023). The family environment plays an important role in shaping an individual's intentions and decisions to be entrepreneurial. Families provide values, support, and experiences that can influence an individual's perception of risk, opportunity, and success in the business world. Factors such as the family's economic status, family business ownership, and parenting style also affect a person's motivation and courage to start a business.

Social cognitive theory from Bandura states that individual learning and experiences, including family influence, form self-confidence or self-efficacy, which is an important element in entrepreneurial decision-making (Wardana et al., 2020). Furthermore, social identity theory explains that the social environment, including the family, influences an individual's identity, including the tendency to identify as an entrepreneur (Korte, 2018). Most studies have focused on the direct relationship between entrepreneurial education and entrepreneurial intentions without considering the moderation of the family environment. Additional research may explore how families with or without entrepreneurial backgrounds exert different influences on individuals (Saptono et al., 2020). Some research has not explained how the interaction between entrepreneurial education and family support shapes entrepreneurial mindsets and decisions (Davis et al., 2016; Handayati et al., 2020).

H1 : The family environment has a positive effect on the entrepreneurial interest of pharmacy students in Makassar City

Social Media Relations with Entrepreneurial Interest of Pharmacy Students

Social media is a web-based platform that allows individuals to create private or semi-public profiles in a structured system. Through the provided features, users can share information, build a network, and explore their connections easily. For entrepreneurs, social media serves as a strategic tool to establish relationships with relevant customers, partners, and communities (Aulia Nadhila et al., 2023).

Social media allows entrepreneurs to introduce products or services widely through creative content such as photos, videos, articles, or reviews. The platform also provides direct access to interact with customers through comments, direct messages, and discussion forums. These interactions not only strengthen relationships, but also provide valuable insights into the needs and preferences of Entrepreneurial customers can leverage social media to expand their professional network. By following relevant accounts or groups, they can connect with potential partners, mentors, or investors who support business development. Social media also allows for cross-industry collaboration, where entrepreneurs can work together with others to create joint projects.

According to Adila et al. (2024) social media is defined as a group of internet-based applications that build on the foundation of Web 2.0 and allow the creation and exchange of user-generated content and Through social media, users can create, share, and distribute content in various forms such as text, images, videos, and audio. Platforms like YouTube, Instagram, Twitter, and TikTok are real-life examples of Web 2.0-based applications that facilitate the creation and exchange of content globally. This process not only creates spaces for social interaction, but also supports the formation of virtual communities connected by common interests or goals.

In the world of entrepreneurship, social media has become an important tool to support promotion, marketing, and direct communication with consumers. As an interactive platform, social media allows entrepreneurs to reach a wider audience at a cost-efficient rate than traditional methods. In terms of promotion, entrepreneurs can leverage creative content such as photos, videos, or stories to introduce their products or services, supported by campaigns such as paid advertising, organic posts, or collaborations with influencers. Therefore, social media supports a more targeted marketing strategy through analytics features, which allow entrepreneurs to target consumers based on demographics, interests, and behaviors.

Social media such as Instagram, Facebook, and TikTok have become powerful tools in influencing lifestyles and mindsets, especially among the younger generation. Pharmacy students, as part of a generation active on social media, can take advantage of this platform to explore and embark on their journey in the world of entrepreneurship, forming the so-called (Prihatma & Nurhayani, 2024). Social media provides a wide opportunity for pharmacy students to develop their businesses, both through pharmaceutical product marketing, health education, and technology-based service innovation. With interactive features such as live streaming, paid advertising, and discussion groups, social media allows students to promote a wide range of products needed by the market directly to a wider audience. In addition, social media also serves as a tool to study market trends, analyze consumer behavior, and build business networks (Maureen Olivia 2022; Nurul Wahyuni, 2023).

Many pharmacy students are interested in using social media to start a business because of the ease of access and relatively low cost. For example, students can use Instagram to market innovative pharmaceutical products or use TikTok to provide education about the safe use of drugs (Atik et al., 2023). With social media, students can reach a global audience, create a strong personal brand, and increase consumer awareness of pharmaceutical products. Although social media offers many benefits, pharmacy students often face challenges in utilizing social media effectively for entrepreneurship. These challenges include a lack of knowledge of digital marketing strategies, limited resources, and an inability to compete with more established business people (Berto Mulia Wibawa et al.,

2023). Additionally, pharmacy students may feel hesitant to start a business due to concerns about business risks and a lack of support from the surrounding environment.

H2 : Social media has a positive effect on the entrepreneurial interest of pharmacy students in Makassar City

The Relationship of the Campus Environment with Entrepreneurial Interests of Pharmacy Students

According to Boldureanu et al. (2020) The campus environment is an academic ecosystem that includes facilities, educational programs, and social interactions that encourage the development of entrepreneurial skills and intentions. The campus serves as a multidimensional learning venue that supports students in exploring business and innovation potential. And also Social interaction on campus is also an important factor in building networks and sharing knowledge. Students not only learn from lecturers, but also from peers and alumni who have been successful in the business world. This environment provides additional motivation for students to explore their business potential in depth. With a multidimensional learning approach, the campus supports the development of innovative mindsets, risk-taking courage, and strategic skills required in the world of entrepreneurship.

The campus environment has a significant influence on pharmacy students' decisions to become entrepreneurs and create "pharmapreneurs." Campuses that support entrepreneurship, through entrepreneurial education programs and an innovative university ecosystem, can encourage students to develop entrepreneurial intentions. Entrepreneurship education provides the skills and motivation necessary to start a business, as revealed by Maresch et al. (2016), that this approach is effective in increasing entrepreneurial intentions in students from various disciplines.

The existence of role models and support through innovation centers or business incubators, as stated by Boldureanu et al. (2020), are able to foster student confidence in facing business challenges. However, research shows that there are gaps in approaches tailored to the specific contexts of pharmacy students, such as a lack of focus on entrepreneurial opportunities in various sectors, thus emphasizing the importance of a contextual approach to creating competitive "pharmapreneurs" (Boldureanu et al., 2020; Maresch et al., 2016). Efforts to support the formation of "pharmapreneurs," in the campus environment need to provide facilities that are relevant and in accordance with the needs of various sectors. Programs such as entrepreneurship training, collaboration with various industries, as well as the development of practical skills in business can be a catalyst for students to understand and take advantage of market opportunities. According to Boldureanu et al. (2020), exposure to successful role models in entrepreneurship can also help students visualize their journey to entrepreneurship, increase motivation, and reduce fear of business risks (Boldureanu et al., 2020). With a supportive environment, students can more easily identify the potential market for products or services.

A relevant theory to explain the influence of the campus environment on entrepreneurial intentions is the Theory of Planned Behavior (TPB). This theory states that a person's intention to perform certain behaviors is influenced by three main factors: attitudes toward behavior, subjective norms, and perceptions of behavior control. In the context of pharmacy, the campus can increase students' positive attitudes towards entrepreneurship by providing interactive learning and hands-on experience in the field of pharmacy. In addition, subjective norms can be strengthened through the influence of lecturers, mentors, and colleagues who already have entrepreneurial experience. The perception of behavioral control can be improved through access to entrepreneurial resources, such as technical guidance and financial support (Maresch et al., 2016; Ozaralli & Rivenburgh, 2016). There is a research gap that needs to be considered. Most entrepreneurial research focuses more on general areas, without specifically exploring the pharmaceutical sector. For example, there is still limited research on how campuses can integrate entrepreneurship education with pharmacy curricula that tend to be technical and clinical. In addition, most research has not explored how pharmacy students take advantage of unique market opportunities for goods and services, such as innovative product development or entrepreneurial technology applications. Therefore, a more targeted approach is needed to identify the specific needs of pharmacy students in creating competent and innovative "pharmapreneurs" (Boldureanu et al., 2020; Ozaralli & Rivenburgh, 2016).

H3 : The campus environment has a positive effect on the entrepreneurial interest of pharmacy students in Makassar City

The Relationship of Family Environment, Social Media, and Campus Environment to Entrepreneurial Interest of Pharmacy Students Moderated by Entrepreneurial Mindset

An entrepreneurial mindset is defined as a mindset that includes a unique combination of motivations, skills, and thought processes that set an entrepreneur apart from other individuals. This mindset allows individuals to recognize opportunities, take risks with confidence, and innovate in the face of business uncertainties (Davis et al., 2016). Lindberg et al. (2017) adding that the entrepreneurial mindset is the ability to think critically and strategically that allows individuals to find creative solutions to market challenges, while helping them stay adaptive to rapid changes. According to Korte (2018) the entrepreneurial mindset can be understood through the perspective of social identity, where individuals associate themselves with the roles and values of an entrepreneur. When a person identifies themselves as an entrepreneur, it shapes the way they think, act, and interact in their daily lives. This identity is the main driver that influences behavior patterns that are consistent with entrepreneurial goals.

The family environment is often considered an important foundation in shaping one's decision to become an entrepreneur. Families can provide motivation, values, and relevant experiences. However, the effects of the family environment are not always immediate; The entrepreneurial mindset plays a role as moderation in the

relationship. An entrepreneurial mindset refers to a person's mindset and perspective on opportunities, risks, and innovation (Malonda et al., 2019). Individuals with a strong entrepreneurial mindset are more likely to leverage the support of the family environment to drive entrepreneurial decisions. For example, in families that support entrepreneurship, individuals with an innovative mindset respond more quickly to business opportunities than individuals with a conventional mindset (Chilenga et al., 2022; Handayati et al., 2020).

Social identity theory explains that individuals tend to form their identity based on social groups, including families. If the family environment has entrepreneurial values, then the entrepreneurial mindset can strengthen the identification of individuals as potential entrepreneurs (Korte, 2018). Furthermore, social cognitive theory highlights the interaction between personal, environmental, and behavioral factors. In this context, the entrepreneurial mindset acts as a cognitive mechanism that strengthens the influence of the family environment on entrepreneurial decisions (Handayati et al., 2020; Wardana et al., 2020). Most studies have focused on the direct effects of the family environment on entrepreneurial intentions. However, little research has shed light on how moderation factors such as an entrepreneurial mindset affect this relationship (Chilenga et al., 2022). There is still a lack of exploration of the difference in the effect of families with high versus low entrepreneurial culture on the development of entrepreneurial mindsets (Handayati et al., 2020; Saptono et al., 2020).

Furthermore, the influence of social media on entrepreneurial decisions among pharmacy students is very important, especially if moderated by an entrepreneurial mindset, in creating pharmapreneurs. Social media provides an easily accessible platform for promotion, marketing, and education related to products or services. However, this positive impact is highly dependent on the entrepreneurial mindset of students, which includes the ability to think creatively, courage to take risks, and adapt to digital technology. With a strong entrepreneurial mindset, pharmacy students can strategically leverage social media to identify market opportunities, build credible brands, and create relevant innovative healthcare solutions. The combination of social media as a tool and an entrepreneurial mindset as the main driver will accelerate the creation of a competent and innovative generation of pharmapreneurs (Fahdillah et al., 2023; Prihatma & Nurhayani, 2024; Wahyuni et al., 2023). Social media such as Instagram, Facebook, and TikTok provide platforms that allow pharmacy students to market products or services while building their personal branding as pharmaceutical professionals.

Diffusion of innovation theory menjelaskan bagaimana inovasi, termasuk media sosial, Diffusion of innovation theory describes how innovations, including social media, are adopted by individuals or groups. In the context of pharmacy students, social media serves as an innovative tool that accelerates the adoption of pharmaceutical business ideas. This influence is even stronger if students have an entrepreneurial mindset that supports the exploration and implementation of ideas (Maureen Olivia, 2022). Furthermore, the technology acceptance model (TAM) highlights how perceptions of ease of use and benefits of technology influence the decision to use it. In this case, an entrepreneurial mindset can strengthen pharmacy students' positive perception of social media as an effective tool for business development (Wahyuni et al., 2023). Previous research has tended to examine the direct influence of social media on entrepreneurial decisions without paying attention to the moderation effect of entrepreneurial mindsets. In fact, an entrepreneurial mindset can provide a cognitive framework that influences the way individuals utilize social media (Berto Mulia Wibawa et al., 2023; Wahyuni et al., 2023).

In addition to social media and the family environment, the influence of the campus environment on pharmacy students' decisions to become entrepreneurs, moderated by an entrepreneurial mindset, can be explained through several important aspects. A campus environment that supports entrepreneurship, such as business training, access to innovation centers, and exposure to role models, can influence pharmacy students in making decisions to become a pharmapreneur. However, the entrepreneurial mindset plays a role as a moderation factor that determines how much the environment influences students' decisions to start a business. Students with a strong entrepreneurial mindset tend to be more responsive to the opportunities and resources offered by the campus, compared to students who lack this mindset (Boldureanu et al., 2020; Ozaralli & Rivenburgh, 2016).

In the theory of Human Capital (Becker, 1964), the campus environment can improve students' abilities through investment in entrepreneurial education and the development of practical skills. A conducive campus environment provides pharmacy students with the opportunity to acquire business-related knowledge and skills, such as product technology innovation or product and service distribution management. However, the success of this influence is greatly influenced by the entrepreneurial mindset of students. The entrepreneurial mindset—which includes an attitude toward risk, innovation, and resilience in the face of challenges—serves as a catalyst that strengthens the connection between the campus environment and the decision to start a venture (Maresch et al., 2016).

Previous research has shown a gap in research that explores how entrepreneurial mindsets can moderate this relationship in the pharmaceutical sector. Most research on entrepreneurship among college students only highlights the educational environment in general without considering the moderation aspect of the entrepreneurial mindset in specific disciplines such as pharmacy. In addition, there is still minimal literature exploring the integration between entrepreneurship training and entrepreneurial mindsets in the pharmacy curriculum which tends to be more technical. An in-depth study is needed to understand how the campus can optimize the role of the entrepreneurial mindset of pharmacy students in utilizing business opportunities in the pharmaceutical sector, such as digital technology and health innovation products (Boldureanu et al., 2020; Guerrero et al., 2020). This research gap leads to the need to evaluate the effectiveness of existing entrepreneurship training in creating individuals who are able to think creatively and innovatively in various sectors. In the context

of entrepreneurship in general, an entrepreneurial mindset is an important element that allows a person to recognize opportunities, manage risks, and face dynamic challenges in the business world. With the development of technology and globalization, entrepreneurship training must be able to equip individuals with strategic, adaptive thinking skills, and the ability to innovate in the midst of increasingly complex competition.

The development of a strong entrepreneurial mindset can encourage individuals to not only become job seekers but also job creators. It is relevant across a wide range of sectors, including technology, services, manufacturing, and creative industries. For this reason, this research is expected to be able to provide guidance for higher education institutions to design curriculum strategies that not only focus on technical or theoretical aspects, but also build practical skills and proactive attitudes that support the creation of a sustainable entrepreneurial ecosystem.

H4 : Entrepreneurial mindset has a positive effect on the entrepreneurial interest of pharmacy students in Makassar City

H5 : Entrepreneurial mindset can moderate the influence of the family environment on the entrepreneurial interest of pharmacy students in Makassar City

H6 : Entrepreneurial mindset can moderate the influence of social media on the entrepreneurial interest of pharmacy students in Makassar City

H7 : Entrepreneurial mindset can moderate the influence of the campus environment on the entrepreneurial interest of pharmacy students in Makassar City

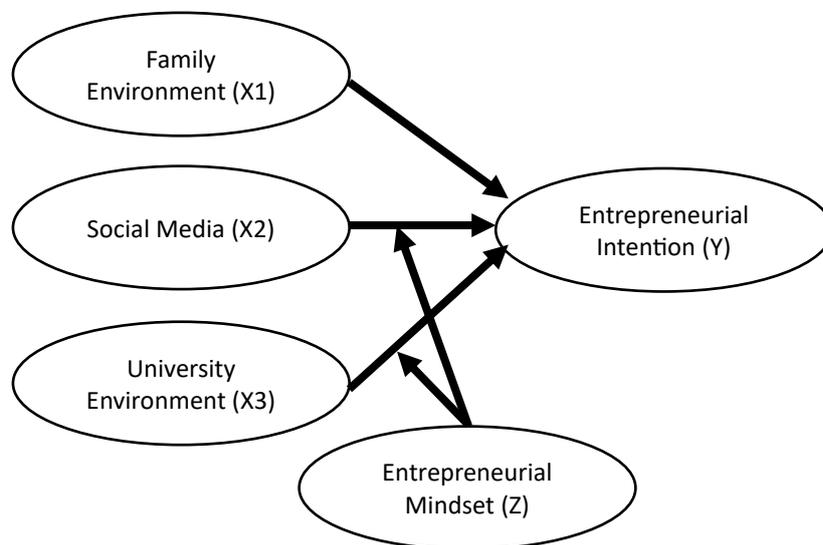


Figure 1. Research Framework

C. 1

This research is an explanatory research with a quantitative approach and survey method. Questionnaires are considered in this study as the main research instrument in obtaining the data needed in this study. The sample selected in this study was a pharmacy student in the city of Makassar. To obtain a representative sample number, this study uses the following calculation method (Sugiyono, 2017):

$$n = \frac{8213}{(1 + 8213 * 0,05^2)}$$

$$n = \frac{8213}{(1 + 8213 * 0,0025)}$$

$$n = \frac{8213}{(1 + 20.5325)}$$

$$n = \frac{8213}{21.5325}$$

$$n = 381,28$$

It is known that the number of samples in this study is 8,213 students. So, the sample size required based on the Slovin formula with an error rate of 5% out of a population of 8,213 people is 382 people. Samples were drawn using a random sampling method based on the criteria of students in the 5th semester and above. However, to obtain valid, stable, and representative analysis results, this study determined 400 samples, and collected 402. After the data was obtained, the researcher tested and analyzed it using Structural Equation Modeling (SEM-PLS). To measure each variable used in this study, there are 20 indicators used in this study, namely the family environment indicator (X1) as many as 4 indicators. As for the sodial media variable (X2), 4 indicators are used that refer to . Campus environment variable (x3) with 4 indicators that refer to . For the variable of promoting entrepreneurial mindset (M), there are 4 indicators. As for the entrepreneurial interest variable (Y), this study uses 4 indicators: The following is the research model built in this study:

$$\eta_1 = \gamma_1 \xi_1 + \gamma_2 \xi_2 + \gamma_3 \xi_3 + \xi_4 + \zeta \tag{1}$$

$$\eta_2 = \gamma_1 \xi_1 * \xi_4 + \gamma_2 \xi_2 * \xi_4 + \gamma_3 \xi_3 * \xi_4 + \zeta \tag{2}$$

D. RESULT AND DISCUSSION

Sample Profile

To describe the respondents obtained in this study clearly, this study has determined several demographic characteristics such as gender, age, education, and income/month. The following is a summary of the classification of respondent characteristics obtained in this study:

Table 1. Sample Profile

| Klasifikasi | Frekuensi | Persentasi |
|-----------------------------------|-----------|------------|
| Gender: | | |
| Female | 278 | 71,09 % |
| Male | 113 | 28,90 % |
| Usia: | | |
| 17 – 20 years old | 272 | 69,56 % |
| 21 – 25 years old | 103 | 26,34 % |
| > 25 years old | 16 | 4,09 % |
| University: | | |
| Universitas Hasanuddin | 113 | 28,90 % |
| Universitas Muslim Indonesia | 31 | 7,92 % |
| UIN Alauddin | 19 | 4,86 % |
| Universitas Megarezky | 124 | 31,71 % |
| Universitas Muhammadiyah Makassar | 104 | 26,60 % |
| Income: | | |
| 500 ribu rupiah | 84 | 21,49 % |
| 1 – 2 juta rupiah | 176 | 45,01 % |
| >2 juta rupiah | 131 | 33,50 % |

Referring to Table 1, it can be seen that in terms of sex, women dominate with a total of 278 or equivalent to 71.09% of the total number of research respondents. Meanwhile, men obtained 113 (28.90%) respondents. This condition shows that the number of women is more than men in the scope of the pharmacy study program at universities in the city of Makassar. In addition, based on the data obtained, it can be concluded that women have a higher interest in becoming entrepreneurs. This finding is in line with data revealed by the Ministry of Cooperatives and Cooperatives (2021) KEMENKOPUKM, (2021) which says that as many as 65% of women dominate the Micro, Small and Medium Enterprises (MSMEs) sector. In terms of age, the majority of respondents in this study were pharmacy students who had an age range of 17-20 years reaching 272 (69.56%) respondents. As for the age range of 21-25 years, it occupies the second highest position with an acquisition of 103 (26, 34%). Meanwhile, for the age of >25 years, only 16 (4.09%) responded from the total respondents obtained in the study. This shows that entrepreneurial interest among students of the pharmacy study program has been embedded from an early age. This condition occurs because, many of them are already aware of the potential of the pharmaceutical sector in the scope of business when taking lectures and getting entrepreneurial materials, where the pharmaceutical sector currently has an important opportunity in the business field, considering that the demand for health care services and products increases over time.

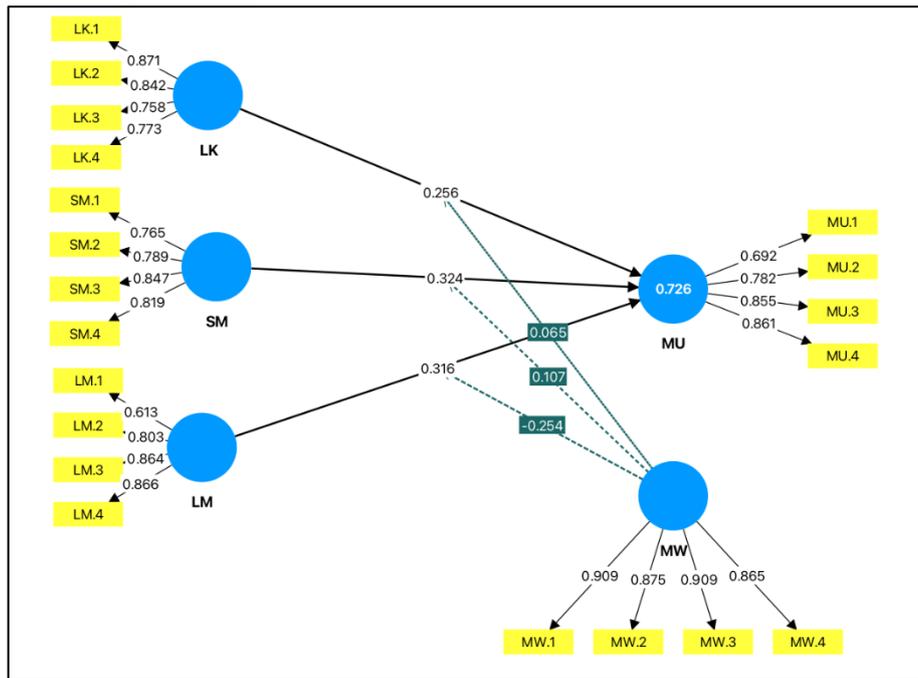
Furthermore, of the 5 universities in the city of Makassar that provide pharmaceutical study programs, the majority of respondents came from Megarezky University with a total of 124 (34.71%). The second highest position was obtained by Hasanuddin University with a total of 113 (28.90%). For the University of Muhammadiyah Makassar, this study obtained as many as 104 (26.60%) of the total research sample. Meanwhile, the Muslim University of Indonesia and UIN Alauddin were the 2nd lowest positions, namely only 31 (7.92%) and 19 (4.86%) respondents. When viewed in terms of income (in this context it is student allowance), the majority of pharmacy students have an allowance of 1-2 million rupiah per month, of which there are 176 (45.01%) respondents. Meanwhile, based

on table 5.1, it is known that there are 131 (33, 50) students who have an allowance of >2 million rupiah per month, and 84 (21, 49) respondents with an allowance of 500 thousand per month. This finding shows that pharmacy students in the city of Makassar are classified as middle to upper levels. This condition is considered reasonable and representative, considering that the tuition fees in the pharmacy study program are quite high.

Outer Model Analysis

In Structural Equation Modeling (SEM-PLS), the first thing to do is to conduct an Outer Model Analysis (measurement model) test. This is done to test the level of validity and reliability of each construct built in the research. To test the validity of each of the indicators used in this study, the researcher conducted the following convergent validity and discriminant validity tests:

Figure 2 Output Convergent Validity Test



To test the validity of the convergence, the researcher considered the value of the loading factor of each indicator from the construct of the variables used in this study. According to Joseph F Hair Jr et al. (2017) an indicator is considered valid when it has a loading factor of > 0.60. Referring to the results presented in the image above, it is known that the value of each indicator of the variables used in this study, namely Family Environment, Social Media, Campus Environment, Entrepreneurial Mindset, and Entrepreneurial Interest has a loading value of > 0.60. So it can be said that all variable indicators used in the study are considered valid.

Furthermore, after conducting a convergent validity test, the researcher also conducted a discriminant validity test. This is done to determine whether a construct indicator differs significantly from other construct indicators. In this test, an indicator is considered valid if the Average Variance Extracted (AVE) and Composite Reliability (CR) values > 0.60 (Joseph F Hair Jr et al., 2017).

Table. 2 Validity and Reliability Tests

| | Average Variance Extracted (AVE) | Composite Reliability (CR) | Desc |
|--------------------------------|----------------------------------|----------------------------|-----------------|
| Family Environment (LK) | 0,660 | 0,885 | Valid/ Reliable |
| Social Media (SM) | 0,629 | 0,870 | Valid/ Reliable |
| University Environment (LM) | 0,641 | 0,876 | Valid/ Reliable |
| Entrepreneurial Mindset (MW) | 0,791 | 0,938 | Valid/ Reliable |
| Entrepreneurial Intention (MU) | 0,649 | 0,881 | Valid/ Reliable |

Source: Data Proceed by Author, 2025

Referring to the results presented in table 2, it is known that each variable used in this study, namely Family Environment, Social Media, Campus Environment, Entrepreneurial Mindset, and Entrepreneurial Interest has AVE and CR > 0.60. So it can be said that all variable indicators used in the study are considered valid and reliable. In addition, to measure and find out the lowest level of reliability of the variables used in the study, the researcher also conducted the Cronbach's alpha test. Based on the test results presented in Table 3, it is known that each variable used in this study, namely Family Environment, Social Media, Campus Environment, Entrepreneurial

Mindset, and Entrepreneurial Interest has a Cronbach's Alpha > 0.60 (Hair et al., 2013). Thus, it can be said that all variable indicators used in the study are considered reliable and representative.

Table 3. Cronbach's Alpha Test

| | Cronbach's Alpha | Keterangan |
|--------------------------------|------------------|------------|
| Family Environment (LK) | 0,827 | Reliabel |
| Social Media (SM) | 0,779 | Reliabel |
| University Environment (LM) | 0,811 | Reliabel |
| Entrepreneurial Mindset (MW) | 0,912 | Reliabel |
| Entrepreneurial Intention (MU) | 0,820 | Reliabel |

Source: Data Proceed by Author, 2025

Inner Model Analysis

Coefficient determination Test

The determination coefficient test was carried out in this study to measure how much the dependent variables were influenced by other variables used in this study. To determine how strong the influence is given to the dependent variable, there are several criteria, namely if the value of $R^2 > 0.67$, it can be said that the influence given is strong. If the R^2 value is 0.33-0.067, then it is categorized as moderate, and if the R^2 value is 0.199-0.33, then it is categorized as weak (Hair et al., 2013). The following are the results of the determinant coefficient test:

Table 4. Coefficient Determination Test

| | R-Square (R^2) | Adj. R-Square (R^2) |
|--------------------------------|--------------------|-------------------------|
| Entrepreneurial Intention (WU) | 0,726 | 0,705 |

Source: Data Proceed by Author, 2025

Referring to the results presented in table 5.8, it is known that the R^2 value of the research model built is 0.726, where this is that all the variables used in this study are Family Environment (X1), Social Media (X2), Campus Environment (X3), Entrepreneurial Mindset (Z), affecting the Entrepreneurial Interest (Y) of pharmacy students in the city of Makassar is 72.6%, and when referring to the determination coefficient testing criteria, then this is categorized as a strong influence.

Hypotheses Test

The final step of the SEM-PLS test is hypothesis testing by conducting a path analysis of each of the influences exerted either directly or indirectly by each variable used in this study. In the hypothesis test, the researcher uses a significance value of 5% (0.05), so, if the probability value given from each influence is < 0.05, then it is considered significant and the hypothesis is declared accepted. However, if the probability value given from each influence is > 0.05, then it is considered insignificant and the hypothesis is declared rejected.

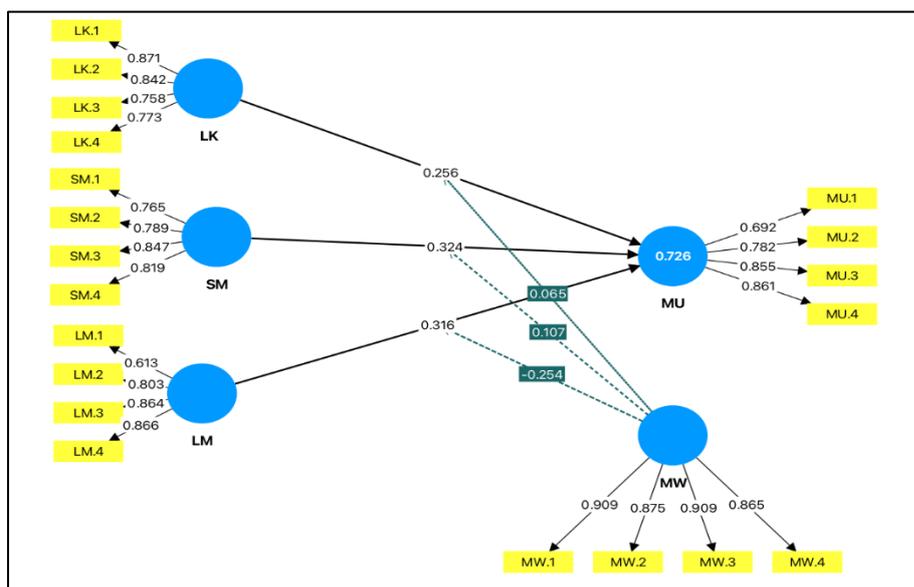


Figure 3. Inner Model Test Output
 Source: Data Proceed by Author, 2025

Table.5 Hypotheses Tests

| | Original Sample | Mean | St. Dev | T-Stat | P-Value | Ket |
|------------|-----------------|-------|---------|--------|----------|----------|
| LK → MU | 0,256 | 0,256 | 0,102 | 2,510 | 0,012** | Diterima |
| SM → MU | 0,324 | 0,320 | 0,110 | 2,941 | 0,003** | Diterima |
| LM → MU | 0,316 | 0,328 | 0,109 | 2,900 | 0,004** | Diterima |
| MW → MU | 0,033 | 0,027 | 0,109 | 0,306 | 0,759 | Ditolak |
| MW*LK → MU | 0,065 | 0,056 | 0,097 | 0,671 | 0,502 | Ditolak |
| MW*SM → MU | 0,254 | 0,229 | 0,113 | 2, 246 | 0,025*** | Diterima |
| MW*LM → MU | 0,107 | 0,098 | 0,106 | 1, 010 | 0,313 | Ditolak |

Referring to the results of hypothesis testing presented in Table 5, it is known that of the 7 hypotheses built in this study, 4 hypotheses were declared accepted while the other 3 hypotheses were rejected. Hypothesis 1 states the direct influence given between the variables of Family Environment on Entrepreneurial Interest. The results stated that hypothesis 1 was accepted, where LK had a positive and significant effect on MU. This is because the p-value is recorded at $0.012 < 0.05$ which indicates that the relationship has a positive and significant effect. The same thing is also reflected in hypotheses 2 and 3 which states that Social Media and the Campus Environment have a positive and significant effect on the Entrepreneurial Interest of pharmacy students, This is because each p-value given by hypotheses 2 and 2 is 0.003 and 0.004 where < 0.05 . Further, for direct influence, the one described in hypothesis 4 is declared rejected. This is because the p-value of the influence given by the Entrepreneurial Mindset variable on Entrepreneurial Interest shows a figure of $0.759 > 0.05$. So it can be said that the Entrepreneurial Mindset variable cannot affect the Entrepreneurial Interest of pharmacy students in the city of Makassar, South Sulawesi.

As for the influence of moderation provided by the Entrepreneurial Mindset variable, it is only able to moderate the influence between the campus environment on Entrepreneurial Interest (hypothesis 6). This is because the influence model has a p-value of $0.025 < 0.05$, so it can be said that the Entrepreneurial Mindset can significantly moderate the relationship between the Campus Environment and the Entrepreneurial Interest. However, the Entrepreneurial Mindset cannot moderate Social Media and the Family Environment to the Entrepreneurial Interest of pharmacy students in the city of Makassar, South Sulawesi. This is because each p-value is 0.502 and $0.313 > 0.05$.

The Influence of Family Environment on the Entrepreneurial Interest of Pharmacy Students in Makassar City

Referring to Table 5, it can be seen that the family environment has a positive and significant impact on the entrepreneurial interest of pharmacy students in Makassar City with a coefficient value of 0.256 with a p-value of $0.012 < 0.05$. This shows that if there is an increase in support from the family environment of pharmacy students in Makassar City by 1%, then it contributes to increasing the entrepreneurial interest of these students by 25.6% significantly. Based on the findings in this study, it can be said that the family environment in this context has an important role in influencing the entrepreneurial interest of pharmacy students in Makassar City directly.

This finding is in line with the hypothesis built in this study where, family support, both moral, financial, and psychological, has an important role in increasing pharmacy students' interest in becoming a pharmacist. In addition, several recent studies have also revealed a similar thing, where the family environment has a dizzying role in increasing entrepreneurial interest (Davis et al., 2016; Handayati et al., 2020). Adriansyah et al. (2023) in their research also said that there is a significant influence between personality and family environment on entrepreneurial interest. This confirms that the perception of entrepreneurship will be born in a person who is formed from their habits and environmental conditions. This is because, family is the closest person to an individual. With positive support from their family or close friends, it can increase the interest and intention of pharmacy students in entrepreneurship, which can further affect how the student is able to make mature decisions to become a pharmacist (Arrezqi et al., 2022).

This condition is also in line with the napa expressed by Wahyuni et al. (2023) who said that the emergence of an interest in entrepreneurship can arise in a person when the values in entrepreneurship have been applied from an early age in the family environment, such as the courage to take risks and tenacity, allowing pharmacy students to see opportunities in various lines of industry that continue to develop. With the encouragement of their families, pharmacy students are better prepared to face market challenges while creating health solutions that are of value to the community (Handayati et al., 2020).

Furthermore, factors such as family economic status, family business ownership, and parenting style also affect a person's motivation and courage to start a business. A supportive family can also influence the interest of pharmacy students to become a pharmacist through support and experience from the family which can influence the perception of the student to risks, opportunities and success in the business world (Normi & Noh, 2023). This is

in line with the findings in this study, where the highest indicator of the Family Environment variable is the LK indicator. 1, i.e. "emotional support" with an average score of 4.18 (Table 5.3). This finding is relevant considering that emotional support has an important role for students' psychology in realizing the goals and efforts they are undertaking.

On the other hand, Bandura's social cognitive theory also says that individual learning and experience, including family influence, form self-confidence or self-efficacy, which is an important element in entrepreneurial decision-making, coming from the individual's immediate environment such as family and friends (Wardana et al., 2020). Furthermore, social identity theory also explains that the social environment, including the family, influences an individual's identity, including the tendency to identify as an entrepreneur (Korte, 2018). Thus, it can be concluded based on the findings in this study that the family environment can increase student entrepreneurial interest.

The Influence of Social Media on the Entrepreneurial Interest of Pharmacy Students in Makassar City

Referring to Table 5, it is known that social media has a positive and significant impact on the entrepreneurial interest of pharmacy students in Makassar City with a coefficient value of 0.324 with a p-value of $0.003 < 0.05$. This shows that if there is an increase in the use of social media for pharmacy students in Makassar City by 1%, it will contribute to increasing the entrepreneurial interest of these students by 32.4% significantly. Based on the findings in this study, it can be said that social media in this context has an important role in directly influencing the entrepreneurial interest of pharmacy students in Makassar City.

This finding is in line with the hypothesis built in this study where the use of social media has an important role in increasing the interest of pharmacy students to become a pharmacist. This is because social media is a very close and inherent means in people's lives today, including students (Wahyuni et al., 2023). Social media such as Instagram, Facebook, and TikTok have become powerful tools in influencing the lifestyle and mindset of the public, especially among the younger generation (Prihatma & Nurhayani, 2024). Furthermore, social media is also a public means of finding information about global life, including business activities. This is because, social media has become one of the important factors in encouraging changes in individual mindsets towards business opportunities. In the context of the digital economy and technological transformation, platforms such as Instagram, TikTok, Facebook, and LinkedIn are not only a means of communication, but also a source of information, inspiration, and even social capital that influences a person's decision to start a business (Maureen Olivia 2022; Nurul Wahyuni, 2023). This condition is in line with the findings in this study which revealed that the highest indicator of the social media variable is the SM indicator. 1, namely "intensity of social media use for entrepreneurial content" with an average value of 4.01 (Table 5.3). This finding is relevant considering that social media is currently one of the massive tools used to find information and developments regarding a certain activity (Arrezqi et al., 2022). With the existence of social media, students have a complete understanding of current business developments, growths and trends, so that they are able to capture and make innovations for their own businesses.

Based on these findings, it can be said that individuals who are active in social media tend to be more exposed to various entrepreneurial content—such as young entrepreneur success stories, digital marketing strategies, micro-business opportunities, and business tutorials, which further form a positive perception of the entrepreneurial world. This strengthens the Planned Behavior theory put forward by Ajzen, Icek dan Fishbein (1980), which states that the intention to behave (in this case entrepreneurship) is strongly influenced by attitudes, subjective norms, and perceived behavioral control. Furthermore, social media allows for social identification and the formation of role models digitally. Furthermore, social media allows for social identification and the formation of role models digitally. This phenomenon is in line with social learning theory (Bandura, 1982), which states that individuals tend to imitate the behavior of others who are considered successful or inspiring. In this case, successful entrepreneurs on social media act as agents of motivation and confidence to start a business, especially for the younger generation who are familiar with technology. From a practical point of view, social media also provides access to markets, business networks, and even funding sources, such as crowdfunding or community-based investors (Mardiyah, 2016). This reduces traditional barriers such as seed capital or access to information, which were previously a major barrier for aspiring entrepreneurs. Social media also drives the cost efficiency of marketing and promotion, allowing budding entrepreneurs to market their products widely at a relatively low cost. However, it is also important to note that the influence of social media on entrepreneurial decisions is not always positive. Over-exposure to pseudo-success content (e.g. only showcasing the glaring side of the business) can lead to a misperception of entrepreneurship, leading individuals to start a venture without thorough preparation. In this context, hasty entrepreneurial decisions without adequate planning and knowledge can lead to failure. In addition, the quality of information on social media is not always credible, so prospective entrepreneurs must have digital literacy skills and be critical in absorbing content. Entrepreneurial decisions should ideally remain based on business analysis, empirical experience, and mental and financial readiness. Thus, it can be concluded based on the findings in this study that social media can increase the interest of pharmacy students in Makassar City to become Pharmacists.

The Influence of the Campus Environment on the Entrepreneurial Interest of Pharmacy Students in Makassar City

Referring to Table 5, it is known that the campus environment has a positive and significant impact on the entrepreneurial interest of pharmacy students in Makassar City with a coefficient value of 0.316 with a p-value of

$0.004 < 0.05$. This shows that if there is an increase in the campus environment of pharmacy students in Makassar City by 1%, then it contributes to increasing the entrepreneurial interest of these students by 31.6% significantly. Based on the findings in this study, it can be said that the campus environment in this context has an important role in directly influencing the entrepreneurial interest of pharmacy students in Makassar City.

This finding is in line with the hypothesis built in this study where the campus environment has an important role in increasing the interest of pharmacy students to become a pharmapreneur. This is because the campus environment has a very strategic role in shaping students' mindsets and tendencies towards entrepreneurial decisions (Hapsari, 2018). In this context, the campus environment includes various aspects such as institutional support (business incubation institutions, entrepreneurship centers), entrepreneurship curriculum, the existence of role models of lecturers or alumni, and the innovative and collaborative atmosphere built by the university (Valencia & Sembel, 2022). Many campuses currently have business incubation centers, workshops, training, and access to capital. The presence of such facilities gives students the space to test and realize their business ideas. This support strengthens the theory of Planned Behavior (Ajzen, Icek dan Fishbein, 1980), where perceived behavioral control becomes high when students feel they have access to resources.

Furthermore, the implementation of practical entrepreneurship courses can increase entrepreneurial intentions and competencies, even though students in the context of this study are those from the pharmacy study program (Ekawarna, 2022). This is because, there is a significant evolution in the pharmaceutical industry that is not only limited to pharmacies or the pharmaceutical industry, but has expanded into the realm of pharmapreneurs who can explore businesses such as the development of skincare products, functional foods, and digital health technology. With the entrepreneurship course, students can gain basic knowledge about the development of business in the pharmaceutical sector (Foster et al., 2021). Where, the knowledge gained from this learning not only builds motivation but also reduces the fear of the risk of failure, which is one of the main barriers to entrepreneurial decisions.

This is in line with the findings in this study, where the highest indicator of the Campus Environment variable is the LM indicator. 1, namely "the existence of entrepreneurship courses with an average score of 3.96 (Table 5.3). This finding is relevant considering that several campuses in the city of Makassar that provide pharmacy study programs hold entrepreneurship courses as one of the courses that must be taken by students. This is done to equip students with the knowledge, skills, and attitudes needed to become entrepreneurs in the pharmaceutical sector. This is because, adult pharmaceuticals are now not only limited to medical services, but have expanded to the business sector, where there is a relatively high demand for products and services related to health care.

In addition, the existence of a supportive social environment and role model, in this case, lecturers, alumni and peers who have experience or success in entrepreneurship can create a contagious effect (Boldureanu et al., 2020; Maresch et al., 2016). This is in line with social Cognitive Theory (Bandura, 1982), observation of the success of others can shape students' self-efficacy to participate in trying entrepreneurial paths. Where, a campus that encourages a culture of experimentation, tolerance for failure, and innovation will encourage students to feel freer to try new business ideas (Boldureanu et al., 2020; Ozaralli & Rivenburgh, 2016). This kind of environment fosters courage, a sense of responsibility, and creativity which are important elements in entrepreneurial decision-making (Maresch et al., 2016; Ozaralli & Rivenburgh, 2016). Thus, it can be said that the campus environment makes an important contribution in shaping student entrepreneurial decisions, both directly through campus policies and facilities, and indirectly through social and academic cultural influences. Therefore, the campus needs to continue to develop a conducive entrepreneurial ecosystem in order to be able to produce a young generation that is economically independent and innovative in creating jobs.

The Influence of Entrepreneurial Mindset on the Entrepreneurial Interest of Pharmacy Students in Makassar City

Referring to Table 5, it is known that the entrepreneurial mindset of the same person has no direct effect on the entrepreneurial interest of pharmacy students in Makassar City. This is because the influence has a p-value of $0.759 > 0.05$. This shows that the entrepreneurial mindset is not able to increase the interest of pharmacy students in Makassar City directly. This finding is not in line with the hypothesis built in this study where the entrepreneurial mindset has an important role in increasing the interest of pharmacy students to become a pharmapreneur. These findings are interesting because they contradict many previous studies that affirm that an entrepreneurial mindset is one of the main determinants in driving an individual's interest in entrepreneurship (Zhao et al., 2005; Dweck, 2006; Ariyanti, 2018). In the context of pharmacy students in Makassar City, this insignificance indicates that the existence of an entrepreneurial mindset is not necessarily followed by a real desire to pursue the business world. This is due to the lack of exposure to entrepreneurial practices in the pharmaceutical sector, which results in a lack of experience or direct exposure to the world of pharmaceutical-based businesses which is considered to hinder students from converting entrepreneurial mindsets into interests. This condition is in line with the findings in this study which are presented in Table 5.3 where, the MW. 2, namely "have good risk management" with a value of 3.68. Although these indicators are still categorized as good, but with the lowest average score, it indicates that, although students have been equipped to navigate and behave in the world of entrepreneurship, they do not yet have the ability to manage good business risks. This happens because, to understand the business world and its risk management, intense courses are needed, because both of these are quite complex courses that need to be studied.

This condition is still understandable considering that pharmacy students generally have a career orientation that is more inclined towards clinical or institutional professionalism, such as becoming a pharmacist, researcher, or working in the pharmaceutical industry. The discipline of pharmacy requires high technical and regulatory competence, as well as strict professional certification. This makes entrepreneurship not the main choice, even though students already have an entrepreneurial mindset or mindset. In other words, the mindset is not strong enough to shift the preference to a more stable and established professional career path. Another possibility is that the entrepreneurial mindset possessed by students is still surface or normative, not from the deep internalization of entrepreneurial values. This means that students only show awareness or positive opinions towards entrepreneurship without really having an intrinsic drive to do so. This is in accordance with the findings from Krueger & Brazeal (1994) that entrepreneurial mindset should be associated with the perception of feasibility and self-readiness, not just the perception of desirability. These findings have important implications for the world of higher education, especially pharmacy study programs. A curriculum that only instills theory or an entrepreneurial attitude is not enough to encourage real interest, especially in highly technical disciplines such as pharmacy. A more applicable and contextual approach, such as pharmaceutical business incubators, entrepreneurship internship programs, business clinic workshops, and role models for pharmaceutical entrepreneurs, is needed so that students can see real relevance and opportunities. Thus, a positive entrepreneurial mindset does not automatically increase entrepreneurial interest, especially in fields that tend to be professional such as pharmaceuticals. Structurally, practically, and emotionally stronger interventions are needed to transform the mindset into concrete interests and intension.

The Role of Entrepreneurship Mindset Moderation on the Influence of the Family Environment on the Entrepreneurial Interest of Pharmacy Students in Makassar City

Referring to Table 5, it is known that the entrepreneurial mindset cannot moderate the influence of the family environment on the entrepreneurial interest of pharmacy students in Makassar City with a coefficient value of 0.065 with a p-value of $0.502 < 0.05$. Based on the findings in this study, it can be said that the entrepreneurial mindset in this context does not have an important role in moderating or strengthening the influence of the family environment on the entrepreneurial interest of pharmacy students in Makassar City. This finding is not in line with the hypothesis built in this study where the entrepreneurial mindset has an important role in improving and strengthening family environmental relationships with pharmacy students' interest in becoming a pharmacist. This is shown by the value of the interaction coefficient that is not statistically significant, so it indicates that the existence of an entrepreneurial mindset does not strengthen or weaken the influence of the family environment on students' entrepreneurial interests. These results show that even though a student has a high entrepreneurial mindset, it does not necessarily increase or strengthen the influence of the family environment on his decision to become an entrepreneur. This means that the family environment remains a factor that has an independent impact on entrepreneurial interest without depending on the internal psychological condition of students, in this case the entrepreneurial mindset.

In theory, an entrepreneurial mindset refers to a mindset that reflects the courage to take risks, a spirit of innovation, and an orientation towards value creation. According to Carol S Dweck (2006) and Shepherd & Krueger (2002), individuals with an entrepreneurial mindset tend to have high confidence in facing challenges and are not easily influenced by external factors. However, the non-involvement of the entrepreneurial mindset as a moderator in the relationship between the family environment and entrepreneurial interests indicates that external factors from the family such as parental roles, financial support, and family expectations of the profession remain the main determinants for pharmacy students, regardless of how strong or weak the entrepreneurial mindset is. In the context of pharmacy students, the pharmacist profession or formal work in the health sector is often seen as more "stable" and "certain" by families, thus causing great social pressure or influence on their child's career choice.

These results can also be explained by the characteristics of pharmaceutical fields of study that tend to have a clear and structured professional career path, such as becoming a pharmacist, working in a hospital, or the pharmaceutical industry. This makes most students and their families may have low expectations for entrepreneurial paths, especially those based on non-clinical or creative industries. So, even if students have an entrepreneurial mindset, they may not have adequate room for actualization or get pressure from family to choose a safer career path. In addition, the entrepreneurial mindset itself is internal, and does not necessarily function as a catalyst if instrumental and affective support from family is not available. Thus, the role of the family remains crucial as a dominant source of influence on the choice of student entrepreneurial careers, especially in young age groups such as students who are still in the transition phase towards economic independence.

These findings are not entirely in line with some previous studies, such as those revealed by Nabi et al. (2010) and Ferreira et al. (2012), which state that entrepreneurial mindsets can strengthen the influence of the social environment on entrepreneurial interest. However, this can be explained by differences in the background of the field of study and the local cultural context. In Makassar, the role of the family in educational and career decision-making is still very strong (Kurniawan et al., 2023), thus internal factors such as an entrepreneurial mindset may not be strong enough to change these dominant influences. Thus, it can be concluded that entrepreneurial mindset does not play a role as a moderation variable in the relationship between family environment and entrepreneurial interests of pharmacy students in Makassar City. Family influence remains strong and stands alone in forming

entrepreneurial interests, while the entrepreneurial mindset of students is not enough to change the direction of the influence. The implications of these findings show the need for external interventions such as entrepreneurship education involving families, as well as the creation of a more conducive entrepreneurial ecosystem in the health and pharmaceutical sectors.

The Role of Entrepreneurial Mindset Moderation on the Influence of Social Media on the Entrepreneurial Interest of Pharmacy Students in Makassar City

The results of the hypothesis test show that the entrepreneurial mindset can positively and significantly moderate the influence of social media on the entrepreneurial interest of pharmacy students in Makassar City with a coefficient value of 0.254 with a p-value of $0.025 < 0.05$. This shows that if there is an increase in the moderation effect of entrepreneurial mindset by 1%, it can significantly strengthen the relationship between social media and the entrepreneurial interest of pharmacy students in Makassar City by 25.4%. Based on the findings in this study, it can be said that the entrepreneurial mindset in this context has an important role in moderating the influence of social media on the entrepreneurial interest of pharmacy students in Makassar City.

This finding is in line with the hypothesis built in this study where, the entrepreneurial mindset has an important role in improving and strengthening social media relationships to pharmacy students' interest in becoming a pharmacist. This is because social media, such as Instagram, TikTok, and YouTube, has become a source of inspiration and information for students to get to know the world of entrepreneurship, including how to market products, build a brand, and reach consumers widely without geographical boundaries (Maureen Olivia 2022; Nurul Wahyuni, 2023). In the context of pharmacy students, the platform also opens up opportunities to promote health and beauty-based products that are relevant to their scientific background (Aulia & Badawi, 2023).

However, the influence of social media on entrepreneurial interest is not absolute, but is significantly influenced by the moderation variable, namely the entrepreneurial mindset (Bazan et al., 2019). The entrepreneurial mindset in question includes a proactive attitude, risk-taking ability, resilience to failure, and orientation to innovation (Solikhah & Setyorini, 2020). Thus, students who have a high entrepreneurial mindset will be better able to take advantage of the opportunities offered by social media to start a business. They are not only trend-watchers, but actively use them as a strategic tool in entrepreneurship. Conversely, students with a low entrepreneurial mindset tend to see social media only as a means of entertainment, not as a potential business medium (Seoke et al., 2024). This makes the positive effect of social media on entrepreneurial interest weak or even insignificant.

The results of the moderation analysis showed that the entrepreneurial mindset significantly strengthened the relationship between social media and entrepreneurial interests. This means that when pharmacy students have a strong entrepreneurial mindset, the influence of social media on their interest in starting a business becomes greater (Isma et al., 2024). This mindset allows them to interpret information productively, set business goals, and demonstrate proactive behavior in designing business moves in the pharmaceutical field such as herbal cosmetics, health supplements, or home pharmaceutical products (Damianus et al., 2022). These findings provide important implications for educational institutions, especially the faculty of pharmacy, to not only provide learning related to entrepreneurship conceptually, but also encourage the formation of an entrepreneurial mindset from an early age. Digital entrepreneurship-based training programs, workshops, and coaching can be a strategy to strengthen students' entrepreneurial mindset, so that they are more responsive to opportunities that arise through social media. Diffusion of innovation theory describes how innovations, including social media, are adopted by individuals or groups. In the context of pharmacy students, social media serves as an innovative tool that accelerates the adoption of pharmaceutical business ideas. This influence is even stronger if students have an entrepreneurial mindset that supports the exploration and implementation of ideas (Maureen Olivia (2022). Furthermore, the technology acceptance model (TAM) highlights how perceptions of ease of use and benefits of technology influence the decision to use it. In this case, an entrepreneurial mindset can strengthen pharmacy students' positive perception of social media as an effective tool for business development (Wahyuni et al., 2023). Thus, the role of entrepreneurial mindset as a moderation variable strengthens the relationship between exposure to social media content and interest in entrepreneurship. In the context of higher education, these results emphasize the importance of mindset-based entrepreneurship curriculum interventions and training that not only teach the technical aspects of business, but also foster a resilient, adaptive, and innovative entrepreneurial mindset in pharmacy students.

The Role of Entrepreneurship Mindset Moderation on the Influence of the Campus Environment on the Entrepreneurial Interest of Pharmacy Students in Makassar City

Based on the results, it is known that the entrepreneurial mindset cannot moderate the influence of the campus environment on the entrepreneurial interest of pharmacy students in Makassar City with a coefficient value of 0.065 with a p-value of $0.502 > 0.05$. Based on the findings in this study, it can be said that the entrepreneurial mindset in this context does not have an important role in moderating or strengthening the influence of the campus environment on the entrepreneurial interest of pharmacy students in Makassar City.

This finding is not in line with the hypothesis built in this study where the entrepreneurial mindset has an important role in improving and strengthening the relationship between the campus environment and the interest of pharmacy students to become a pharmacist. These findings indicate that although the campus environment provides support through facilities, curriculum, entrepreneurship training, and an academic atmosphere that is conducive to the development of entrepreneurial interests, the existence of an entrepreneurial mindset of students does not significantly strengthen or weaken this influence. This phenomenon can be explained through several

approaches. First, conceptually, the entrepreneurial mindset refers to a mindset that reflects courage to take risks, creativity, innovation, and resilience in the face of business challenges (Carol S Dweck, 2006; Haynie et al., 2010). However, in the context of pharmacy students, it is likely that this mindset has not been formed maturely. This is due to the pharmaceutical scientific background that emphasizes more on laboratory practice, drug governance, and medical regulation than the formation of an exploratory and high-risk business orientation.

Second, the lack of practical experience and direct exposure of pharmacy students to entrepreneurial activities are also important factors. Without real experience or entrepreneurial role models in the fields of health and pharma, their entrepreneurial mindset tends to not be able to encourage the transformation of the influence of the campus environment into a concrete intention to be entrepreneurial (Fayolle et al., 2014). Third, it can also be assumed that the entrepreneurial mindset among pharmacy students is still at the cognitive stage, not yet entering the affective and contive stage. This means that even though students are aware of the importance of entrepreneurship, they do not feel emotionally motivated or motivated to implement it in the form of real intentions or actions. In the framework of the Theory of Planned Behavior (Ajzen, 1988), this shows that there is a weakness in the element of perceived behavioral control, so that the existing mindset is not strong enough to influence entrepreneurial intentions, let alone to moderate external influences such as the campus environment.

These findings also show that the influence of the campus environment on entrepreneurial interests is direct and independent, independent of the student's internal psychological conditions such as entrepreneurial mindset. This means that even if a student has a good entrepreneurial mindset, without an actively supportive campus environment, their interest remains low. On the other hand, if the campus environment has provided enough stimulus, then entrepreneurial interest can arise even though the mindset has not been fully formed. This condition emphasizes the importance of strengthening institutional and systemic aspects in shaping the campus entrepreneurial ecosystem, especially in the pharmaceutical sector which has professional and regulatory specificity. Furthermore, this also shows that the formation of an entrepreneurial mindset requires more personalized and sustainable interventions. It is not enough for entrepreneurship programs to provide training or seminars, but it is also necessary to build a culture of entrepreneurial thinking through coaching, mentoring, and real business projects relevant to the pharmaceutical field, such as health technology start-ups, herbal production, or the development of digital pharmaceutical applications.

E. CONCLUSION

The study highlights that the family environment, social media exposure, and the university environment collectively play significant roles in shaping the entrepreneurial intentions of pharmacy students. A supportive family background fosters confidence and risk-taking, social media enhances awareness and access to entrepreneurial opportunities, and a conducive university environment nurtures skills and networks critical for entrepreneurship. However, the moderating variable can only moderate the relationship of social media on the student intention. These findings prove that family and university circumstances already have strong effect in influencing the student intention to be an entrepreneur in pharmacy sector. These findings are expected to be used as a foundation and empirical guidance for universities in Makassar City, especially those with pharmacy study program I. developing more in-depth and comprehensive entrepreneurship curriculum to produce pharmacy students who have a solid entrepreneurial mindset and intention.

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