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The effects of entrepreneurial education and family environment on the interest in enterprise through students' motivation of entrepreneurship

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Abstract

An entrepreneur has an important role that has an impact on Indonesia's economic growth, because developing country used to have more unemployment. Higher education needs to prepare students to become entrepreneurs by implementing an entrepreneurial curriculum in each study program as a provision for students to become entrepreneurs. The courage of students to entrepreneurship is usually driven by the motivation of their lecturers who provide entrepreneurship courses so that it can arise the interest of students to enter entrepreneurship. The population in this study was FEB UMK students who participated in the Entrepreneurship Obligatory Skills (KWU) in even semester 2018/2019 of Muria Kudus University with a population of 729. The sampling technique in this study used purposive sampling and sample of 258 students had been chosen. Analysis of the data used in this study uses the Structural Equation Model (SEM). The results showed that: (1) Entrepreneurship education had a positive and significant effect on interest in entrepreneurship, directly and indirectly, had a positive and significant effect on interest in entrepreneurship that was linked to entrepreneurial motivation. (2) The family environment has a positive and significant effect on entrepreneurial interest and there is no indirect effect on the entrepreneurial interest that can be related to entrepreneurial motivation. (3) Entrepreneurship education has a positive and significant effect on entrepreneurial motivation. (4) Family environment has a positive and significant effect on entrepreneurship motivation. (5) Entrepreneurial motivation has a positive and significant effect on entrepreneurial interest.

Keywords: entrepreneurship education, family environment, entrepreneurial motivation, and entrepreneurial interest

1. Introduction

Stillman (2018) reveals that generation Z was born in the 1995-2015 forecast that grew from generation X who were born in the 1965-1979 forecast. Generation Z has 7 characteristics including being born in an all-digital era, preferring something different from others, prioritizing career over other things, liking togetherness, being balancing the times with the latest information, living independently, and having high motivation. In the world of work, of course, the company will feel suitable for generation Z because it will have a very big influence

on the company and are strong in facing various problems that may occur. Each of generation Z is unique in that it makes companies feel attracted to their abilities.

The central statistics agency (BPS) stated that ²⁶Indonesia's employment conditions as of February 2019 showed the unemployment rate had fallen to 5.01 percent or reduced by 50 thousand people per year. ⁴⁰The Open Unemployment Rate (TPT) as of February 2019 amounted to 6.82 million people, while the unemployment rate for university graduates increased by 25 percent. Although the unemployment rate has decreased, more and more university graduates are not working. There are several factors that have led to an increase in unemployment, including lack of skills, low income, expecting high social status in a short period of time, and limited employment opportunities.

An entrepreneur has an important role to have an impact on Indonesia's economic growth, because the more advanced a country is, the more unemployed will be. The development will be successful if it is balanced with entrepreneurs who can create jobs because the government's ability is very limited in dealing with poverty and unemployment. According to (Kristanto,2009) the benefits that are obtained when someone chooses to be entrepreneurial include being able to control individual abilities, take advantage of the existing potential to experience change, earn unlimited income, and help the community and get recognition for the business being carried out. Otherwise, entrepreneurship has disadvantages including uncertain income, risk of losing all investment, working longer and harder, tend to be stressed, and having to take full responsibility for the business being run.

Daryanto (2012), entrepreneurship is a technique of creating opportunities in terms of the ability to think and act in different reforms. "Entrepreneurship is not only born but also made" means that entrepreneurship is not only an innate talent or a matter of courage, but can also be learned and taught. Entrepreneurship is someone who runs entrepreneurial activities or someone who starts or operates a business. This will make individuals more independent in their pursuit of achievement and dare to take risks to manage the business for a profit.

Unemployment and poverty occur because the number of job vacancies is less than the number of job applicants. (Saiman,2015) needs a long plan to increase the number of job vacancies and empower prospective new workers. This is because after students are declared to have resigned or graduated from college but are confused about what to do next, they need to attend skills training held by the government and companies. If they are not accepted in the available jobs, another alternative is to become entrepreneurs.

Entrepreneurship plays a role as a driving force for a country's economy, but currently, the number of entrepreneurs in Indonesia has still not reached the ideal figure, which is two percent of Indonesia's population (Primus, 2016). (Walgito ,2011) argues that universities need to find solutions to increase student interest in entrepreneurship. Interest is a driving factor that makes a person more active in working and taking advantage of opportunities by optimizing the available potential. According to (Hendro,2011), entrepreneurship is a person's ability to be utilized optimally so that it can improve living standards.

In establishing a business or entrepreneurship, it is necessary to use business capital to carry out business activities. The easier it is to get business capital, it will make someone have an interest in entrepreneurship because the ease in getting business capital will make it easier for someone to open a business, but on the other hand, if you don't have capital, it will make it more difficult for someone to channel entrepreneurial ideas or open a business. Entrepreneurship is a person who is able to analyze the situation and see that there is an opportunity that is followed at Muria Kudus University to be able to start a new business.

Higher education institutions need to prepare students to become entrepreneurs by implementing entrepreneurship curricula in each study program as a provision for students to become entrepreneurs. In addition, universities are expected to provide facilities for students who want to start or develop a business through the Entrepreneurial Student Program (PMW). The aim is to provide students with knowledge, skills, and attitudes or a technology-based entrepreneurial spirit. (Azwar, 2009) said that cultivating an entrepreneurial spirit in students is one of the right alternatives to reduce the unemployment rate because scholars have taken entrepreneurship courses so that they are expected to become educated young entrepreneurs who are able to start their own businesses.

This can be seen in Muria Kudus University which is influential in building young people to become entrepreneurs by providing opportunities for students to use the front yard of the UPT office. MKU (Entrepreneurship Apprenticeship Open Training Unit) and skills as a place to practice entrepreneurship. The courage of students to do entrepreneurship is usually motivated by the motivation of the lecturer who gives entrepreneurship courses so that it can arouse students' interest in trying entrepreneurship

Students who have acquired knowledge and skills from the lecture bench. After graduating from college, it is hoped that they will be able to develop themselves into young entrepreneurs. be a generation that has the mentality to create jobs and not wait for job vacancies. Higher education as an institution that becomes a role model for the community

must be able to encourage an entrepreneurial culture and create reliable entrepreneurs by encouraging students to become entrepreneurs so that students' interest in entrepreneurship can increase. (Paramitasari, 2016), entrepreneurship education ⁴³ has no effect on entrepreneurial interest. This makes the entrepreneurship education variable interesting to study because of the contradiction between entrepreneurship education and interest in entrepreneurship.

2. Literature Review

2.1. Entrepreneurial Interests

According to Suryana (2013), entrepreneurial interest is defined as the courage to face risks and uncertainties through new discoveries and opportunities to take advantage of existing resource opportunities. Entrepreneurship has two crucial points, namely reading and providing ¹⁹ feedback on opportunities. Interest in entrepreneurship according to (Rosmiati, 2015) is a person's desire to work independently (self-employed) or run their own business.

2.2. Entrepreneurial Motivation

As stated by Baum (cited in Herdjiono, 2017) motivation is the urge to work hard to get many things such as gaining benefits, freedom, personal dreams, and being independent. Entrepreneurs are people who create new businesses with the purpose to achieving profit and business growth through the courage to face risks, analyze opportunities and optimize resources (Fahmi, 2013). It is concluded that entrepreneurial motivation is an impetus that is able to influence someone to carry out entrepreneurial activities with the aim of making a profit.

2.3. Entrepreneurship Education

Mudyaharjo (2012) argues that education is an effort that is consciously carried out in the form of mentoring, learning and increasing competence both formally and informally. With the aim of preparing a generation that is beneficial to the surroundings. The perspective of education in entrepreneurship is defined as a process of transformation of one's behavior and point of view in running a business independently.

Entrepreneurship courses will have an impact on students, especially in terms of their interests and interests in the world of independent business. This value is both intrinsic and entrepreneurial. Entrepreneurship education plays an important role in fostering an entrepreneur and influencing their ability to form a new business and the ability to overcome the problems they will face (Hisrich, 2014).

2.4. Family environment

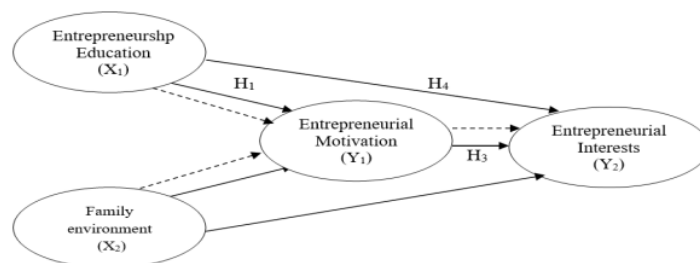
In family, there will be social interaction where a child first learns to pay attention to the desires of others, learn to cooperate, help each other, and here the child learns to play a role as a social being who has certain norms and skills in his interactions with others (Yusuf, 2012). The family environment is divided into two types, namely the physical environment which includes learning resources and learning facilities, while the non-physical environment is in the form of parental guidance, affection, parental support, and socioeconomic conditions.

2.5. Theoretical Framework

The thinking framework is a conceptual framework on how theory relates to various factors that have been identified as important problems (Sugiyono: 2013). A good frame of mind will explain the theoretical relationship between the variables to study. Based on the phenomena that the author presents in the background of the problem and literature review, the authors describe the framework that will be used as a guide in this study. The frame of mind relationship can be described as follows:

Figure 2.1

Theoretical Framework



Hypothesis

The hypothesis proposed in this study are:

- H₁: Entrepreneurship education affects the entrepreneurial motivation of students of the Faculty of Economics and Business, Muria Kudus University.
- H₂: The family environment affects the entrepreneurial motivation of students of the Faculty of Economics and Business, Muria Kudus University.

- H₃: Entrepreneurial motivation affects the entrepreneurial interest of students of the Faculty of Economics and Business, Muria Kudus University.
- H₄: Entrepreneurship education affects the interest in entrepreneurship directly and indirectly in students of the Faculty of Economics and Business, Muria Kudus University.
- H₅: The family environment affects the interest in entrepreneurship directly and indirectly for students of the Faculty of Economics and Business, Muria Kudus University.
- There is an indirect effect between exogenous variables (entrepreneurial education and family environment) on endogenous variables (interest in entrepreneurship) which are link by intervening variables (entrepreneurial motivation).

3. Methodology

The research design is need so that the research carried out can run well, systematically, and efficiently. The subjects of this study were students of Muria Kudus University. The data collection method used was a questionnaire with validity and reliability tests. The sources used are primary and secondary data. Data processing uses AMOS version 24 that is a computer program for SEM data analysis statics with the reason to facilitate the data processing, for the method used is descriptive analysis and verification methods with a qualitative approach.

This research is a quantitative study using a survey method. This survey method is based on a sample of a population and utilizes a questionnaire to collect data related to the research variables. Population as the total number of research objects capable of describing special characteristics. While the sample is part of the population that object represents. Based on this definition, the population of this study is those who follow the Compulsory Entrepreneurship Skills (KWU) 2018/2019 Muria Kudus University with a population of 729.

The sample is representative of the population, consisting of several members of the population (Ferdinand, 2014). The sampling technique is a way to determine a sample whose number corresponds to the sample size that will be the actual data source, by taking into account the characteristics and distribution of the population in order to obtain a representative sample. (Margono, 2014). The size of the sample to be the object of the study was determined by using the Slovin formula approach with a tolerable percentage of sampling error of 5%.

By using the sampling technique, the number of samples was taken as many as 258 respondents. The sampling technique in this study used purposive sampling, which is a sampling technique based on certain criteria (Sugiyono, 2015). In this cased the researcher gave a questionnaire to 258 Muria Kudus University Students from the Faculty of Economics and

Business who had finished taking the Compulsory Entrepreneurship Skills (KWU) theoretical and practical examination in 2018/2019.

4. Findings And Discussions

The content validity test used factor analysis method. The tested variable is done by comparing the value of the matrix component or the loading factor with 0.5 to determine whether the variable item is valid or not. If the loading value is > 0.5 , it means that the item is said to be valid, while if the loading value is < 0.5 , the item is dropped and then tested again. Testing the validity of items through existing indicators can be done with the help of the AMOS program. The purpose of doing the validity test is to show the extent to which the measuring instrument is able to measure what you want to measure. The validity test is used to measure whether a questionnaire is valid or not. The measurement of the validity of the questionnaire in this study is to use the correlation of Standardized Regression Weights. (Ghozali, 2015) states that measurements can be said to be valid if an item has a correlation coefficient of at least 0.5. The results of the Convergent Validity test for entrepreneurial education variables are valid.

The test results show that all factor loading values on the Standardized Regression Weights show a value of more than 0.5, but there is one entrepreneurial education indicator whose value is close to 0.5 but this is still acceptable considering the average value of all indicators is more than 0.5.

Reliability testing is done by looking at the Reliability Construct value. A latent variable is said to have an acceptable reliability value if it has a reliability index above 0.70 (Ferdinand 2014). The purpose of conducting the Construct Reliability test is to demonstrate the reliability and consistency of data. (Ghozali, 2015) states that measurements can be said to be reliable if an item has a Construct Reliability achievement value of at least ≥ 0.7 . Construct reliability test results are reliable.

Based on these results it can be stated that the construct indicators are different from other construct indicators. This is because the square root value of the AVE (discriminant validity) variable in entrepreneurship education is higher than the correlation value between variables ($0.745 > 0.070$). The value of the square root of the AVE (discriminant validity) family environment variable was higher than the correlation value between variables ($0.742 > 0.070$).

Data analysis used in this research was the Structural Equation Model (SEM). There were several stages of analysis carried out to form a good model. The data input used by the variance

or covariance matrix is considered to have the advantage of providing a valid match between different populations or samples, which is sometimes not possible when using a correlation matrix model.

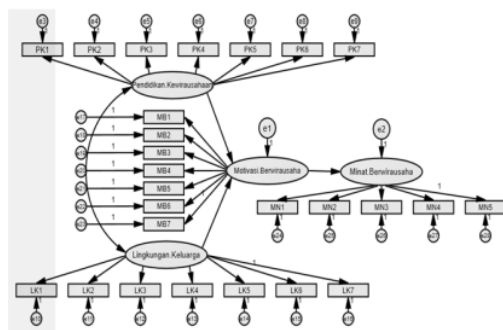
4.1. Analysis of Structural Equation Modeling (SEM)

Structural equation modeling analysis is used to determine the structural relationship between the variables under study. Structural relationships between variables are tested for their suitability with the goodness-of-fit index.

The magnitude of the direct effect based on the results of the analysis carried out shows that the estimation results of the parameter values of the direct effect between the independent variables and the dependent variable.

Indirect effect means the effect of an exogenous variable on endogenous dependent variables through endogenous intervening variables. Meanwhile, the total effect is the sum of the direct and indirect effects. Based on the results of the analysis, the amount of Indirect Effect and Total Effect.

Obtained a chi-square value of 121.325 with a probability of 0.145, an RMSEA value of 0.036, a GFI value of 0.978, and AGFI value of 0.965, a CFI value of 0.987, an NFI value of 0.936, and a CMIN / DF value of 1.942 indicating that the suitability test of this model results in acceptance. The good one. Therefore, it can be concluded that the indicators are the same dimensions of reference for acceptable constructs. In other words, all of these indicators actually from the full model variables.



Based on the table of Indirect Effect Estimation Results and Total Effect obtained information on the results of the mediation test as follows:

- a) The entrepreneurial education variable has a direct effect value of 0.428 and an indirect effect of 0.539 with a total effect of 0.936. The value of the direct effect is smaller than the value of the indirect effect (0.398 < 0.538). The mediation test decision that can be taken is that entrepreneurial motivation can mediate the relationship between entrepreneurship education and interest in entrepreneurship. Entrepreneurship education that passes through the entrepreneurial motivation variable has a greater influence than the direct effect on entrepreneurial interest.
- b) The family environment variable has a direct effect value of 0.627 and an indirect effect of 0.341 with a total effect of 0.948. The value of the direct effect is greater than the value of the indirect effect (0.341 < 0.627). The mediation test decision that can be taken is that entrepreneurial motivation cannot mediate the relationship between the family environment and interest in entrepreneurship. The family environment that passes through the entrepreneurial motivation variable has a bigger and smaller influence than the direct influence on interest in entrepreneurship.

4.2. Discussion

4.2.1. The Influence of Entrepreneurship Education on Entrepreneurial Interest

Based on the results of structural equation analysis using SEM analysis and based on the results of hypothesis testing the influence between variables can be seen that entrepreneurship education has a significant effect on interest in entrepreneurship. The higher the level of entrepreneurship education will have an influence on increasing entrepreneurial motivation, so it can be concluded that this research is accepted. Based on the test results, it can be stated that the increase in entrepreneurship education that students increased their interest in entrepreneurship. This result is in accordance with Aditya (2016) which examines the effect of entrepreneurship education on entrepreneurial interest, which concludes that entrepreneurship education, has an impact on entrepreneurial interest. Sudiksa (2016) also stated that entrepreneurship education had an effect on the interest in entrepreneurship also expressed the same statement.

4.2.2. The Effect of Family Environment on Entrepreneurial Interest

Based on the results of structural equation analysis using SEM analysis and based on the results of hypothesis testing the influence between variables can be seen that the family environment has a significant effect on interest in entrepreneurship. The higher the level of the family

environment influenced on increasing entrepreneurial motivation, so it can be concluded that this research was accepted. This result is in accordance with Saptono (2015), concerning the family environment has a positive effect on entrepreneurial interest. The same statement was also expressed by Sintya (2019) which stated the positive influence of the family environment on the interest entrepreneurship in Accounting Department Students at Mahasaraswati University in Denpasar.

4.2.3. ¹⁰ The Influence of Entrepreneurship Education on Entrepreneurial Motivation ³

Referring to the results of structural equation analysis using SEM analysis and based on the results of hypothesis testing the influence between variables can be seen that entrepreneurship education has a significant effect on entrepreneurial motivation. The higher the level of entrepreneurship education influenced on increasing entrepreneurial motivation, so it can be concluded that this research is accepted. Based on the test results, it can be stated that the increase in entrepreneurship education that students increased their entrepreneurial motivation. This result is in line with Retno's (2016) research which describes the effect of entrepreneurship education on entrepreneurial motivation, concluded that entrepreneurship education has an influence on entrepreneurial motivation. This statement is also in line with the results of research by Sahban (2016) which states that entrepreneurship education affects entrepreneurial motivation. ⁷ ⁷ ⁴² ³⁶ ²⁰

4.2.4. The Effect of Family Environment on Entrepreneurial Motivation ³

Refers to point of structural equation analysis using SEM analysis and based on the results of hypothesis testing the influence between variables can be seen that the family environment has a significant effect on interest in entrepreneurship. The higher the level of the family environment will have an influence on increasing entrepreneurial motivation, so it can be concluded that this study is accepted. Based on the test results, it can be stated that the increase in support from the family environment of the students will later increase their entrepreneurial motivation. In accordance with Wiradinata's (2018) research on the influence of the family environment on the entrepreneurial motivation of Ciputra University Students. The same statement was also expressed by Junias (2015) which states that there is a positive influence of the family environment on entrepreneurial motivation. ⁹ ³³ ²⁴ ¹⁴

4.2.5. ⁴ The Influence of Entrepreneurial Motivation on Entrepreneurial Interest

Referring to the output results of the SEM AMOS application, the results of hypothesis testing can be taken to test how the effect occurs between exogenous and endogenous variables. The test results show that there is a significant positive effect between entrepreneurship education on entrepreneurial motivation. This indicates that someone who increasingly understands the importance of entrepreneurship education, the higher the motivation for someone to run an independent business. The points in this test mean that the hypothesis is accepted. This result is in line with research conducted by Aditya (2016) that entrepreneurial motivation has an influence on asking to run an independent business, the results of this study also refer to the same thing. As stated by Sudiksa (2016) that entrepreneurial motivation will have a positive impact on entrepreneurial interest.

4.2.6. The Influence of Entrepreneurship Education on Entrepreneurial Interest through Entrepreneurial Motivation

Based on the test results, the influence of entrepreneurial motivation as an intervening variable has a significant effect on the relationship between entrepreneurship education and interest in entrepreneurship. This influence means that entrepreneurship education in accordance with entrepreneurial motivation will increase interest in entrepreneurship, in turn, this will be able to provide increased interest.

The mediation test decision that can be taken is that entrepreneurial motivation can be a mediating variable for the relationship between entrepreneurship education and interest in entrepreneurship. Entrepreneurship education that passes through the entrepreneurial motivation variable has a greater influence than entrepreneurship education which directly affects the interest in entrepreneurship, so it can be concluded that this research is accepted.

Understand the goals of entrepreneurial motivation were to help students achieve the goals of entrepreneurial success. When these goals are achieved and supported by entrepreneurial motivation, an increase in entrepreneurial interest is inevitable. The results of this study support the research conducted by Maulana (2018) which states that entrepreneurial motivation is an intervening variable between the influence of entrepreneurship education on interest in entrepreneurship.

4.2.7. The Effect of Family Environment on Entrepreneurial Interest through Entrepreneurial Motivation

Based on the test results, the effect of entrepreneurial motivation as an intervening variable does not have a significant effect on the relationship between family environment and interest in entrepreneurship. This influence means that entrepreneurial motivation that is in accordance with the family environment cannot increase interest in entrepreneurship, furthermore, this will not be able to increase interest.

The mediation test decision that can be taken is that entrepreneurial motivation cannot be a mediating variable for the relationship between family environment and interest in entrepreneurship. The family environment that passes the entrepreneurial motivation variable has a smaller effect than the family environment which directly affects the interest in entrepreneurship, so it can be concluded that this research is rejected.

Understand the purpose of entrepreneurial motivation which is to help students achieve entrepreneurial success. The results of this study support the research conducted by (Saptono, 2015) which states that entrepreneurial motivation cannot be a mediation between the influence of the family environment on interest in entrepreneurship.

5. Conclusions

Based on the results of the research that has been done, the researchers concluded:

- 1) Entrepreneurship education has a positive and significant effect on interest in entrepreneurship, directly and indirectly, has a positive and significant effect on interest in entrepreneurship which is associated with entrepreneurial motivation.
- 2) Family environment has a positive and significant effect on interest in entrepreneurship and there is no indirect influence on interest in entrepreneurship which can be related to entrepreneurial motivation.
- 3) Entrepreneurship education has a positive and significant effect on entrepreneurial motivation.
- 4) Family environment has a positive and significant effect on entrepreneurial motivation.
- 5) Entrepreneurial motivation has a positive and significant effect on interest in entrepreneurship.

6. Suggestions

Based on the results and limitations of this study, the researcher provides suggestions for further research to be able to add other research variables, be it exogenous variables, endogenous variables, and intervening variables. This is because in this study the variable

ability to explain the research is still limited. Other variables that can be used include personality, individual character, intellectual intelligence, family support, and so on. Meanwhile, the campus always tries to foster entrepreneurship education so that it can increase the entrepreneurial interest of all students. This can be done by making entrepreneurship a compulsory subject that must be fulfilled in completing education or giving freedom of work to make anything an entrepreneurial exercise so that it is not only limited to making products and selling them.

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