

Analysis of Effect of Education Entrepreneurship and Family Environment Towards Interest Students Entrepreneurs

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¹ Analysis of Effect of Education Entrepreneurship and Family Environment Towards Interest Students Entrepreneurs

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¹ Abstract

This research aims to analyze the effect of entrepreneurship education and family environment on entrepreneurial interest. The population in this research is State Polytechnic of Sriwijaya Palembang student.. Sampling technique uses sampling proportional technique. Sample consists of 375 students. Analysis method uses double linear regression analysis technique. The result shows that partially entrepreneurship education, family environment gives a positive and significant effect on entrepreneurial interest of State Polytechnic of Sriwijaya. Simultaneously, entrepreneurship education and family environment gives a positive and significant effect on entrepreneurial interest.. The conclusions in this research that the education needs to be orientating on practice, case study, and invite interviewees from companies or industries. The existence of industrial practice based on student competency also can enhance knowledge and insight of students where.

Keywords: Entrepreneurship education, family environment, entrepreneurial interest, students

Introduction

An increasing unemployment each year is a problem which requires a special handling. It is caused by the imbalance between total of workers and available job opportunity. An imbalance rising in total of workers to the job opportunity illustrates that competition among workforce is increasing.

It means that college graduates who become unemployment is still quite high, eventhough those educated individuals in higher education have been prepared to compete in jobfield. Countermeasures to solve unemployment have existed. However, it is not very effective in decreasing the rate of unemployment. Among these countermeasures are to enhance the quality of human resources, establishing new jobfield, and developing the entrepreneurship businesses (Yulina, 2016).

The existence ¹⁵ of entrepreneurs become a crucial element in stirring the wheel of national economy. The number of entrepreneurs in Indonesia, however, is still very minimum. One of the factors is a low entrepreneurial interest for students, college students, or college graduates to become entrepreneurs. Entrepreneurial interest is affected by several factors such as family environment, entrepreneurship education, intrinsic motivation, personality, entrepreneurship program, and etc.

State Polytechnic of Sriwijaya is one of colleges which has entrepreneurship students. The amount, however, is very minimum. There are only 70 students who become entrepreneurs in State Polytechnic of Sriwijaya from approximately 5.000 students in total (kemahasiswaan.polsri.ac.id). Whereas in fact, entrepreneurship lesson has been included in

the curriculum of State Polytechnic of Sriwijaya. Aside from that, a trend of entrepreneurship is also supported by Ministry of Higher Education, Technology, and Research (Kemendikbud) through entrepreneurship programs in college such as Entrepreneurship Student Program (PMW) and Student Creativity Program (PKM) which aim to enhance the creativity and innovation of students to be ready in facing the outside world after graduated from college. Additionally, family environment also affects the entrepreneurial interest of students through motivation and experiences given. The problem formulation of this research are as follows: How do entrepreneurship education and family environment affect entrepreneurial interest of State Polytechnic of Sriwijaya students?

Research Method

This research is performed in State Polytechnic of Sriwijaya with 5.897 students as population and 375 students as sample which are determined using Slovin formula.

Variables in this research consist of two independent variables. Those variables are symbolized X1 and X2 which are Entrepreneurship Education and Family Environment. Dependent variable is symbolized Y which is Entrepreneurial Interest. The data of variables Y, X1 and X2 is collected using questionnaire instrument. The scale used in measuring this aspect is Likert Scale with four alternatives of answer. The questionnaire validity uses correlation technique Product Moment from Carl Pearson and the reliability is analyzed using Alfa Cronbach's. Meanwhile, the instrument of validity test uses Coefficient of Correlation technique.

Table 1 Reliability Test

Variables	Alpha Cronbach	Status
1. Entrepreneurship Education (X ₁)	0,710	Reliable
2. Family Environment (X ₂)	0,750	Reliable
3. Entrepreneurial Interest (Y)	0,763	Reliable

In this research two tests are performed, which are descriptive statistics test and classic assumption test. Classic assumption test includes normality, multi-collinearity, heteroscedasticity, and autocorrelation test. Meanwhile, hypotheses analysis uses double regression analysis which includes partial test (t), simultaneous test (F) and determination coefficient (R²). As the criteria of acceptance and rejection, significance rate 5% is used. To figure out the correlation and the effect of each independent variable on dependent variable, double regression analysis is used.

Result and Discussion

Descriptive Statistics Test

For variable Y the minimum value is 13,00, maximum value is 35,00, average 24,4249, standard deviation is 3,06244 and the variance is 9,379. For variable X1 the minimum value is 15,00, maximum value 32,00, average 23,6400, standard deviation is 2,43548 and the variance is 5,932. Meanwhile for variable X2 the minimum value is 14,00, maximum value 32,00, average 23,7867, standard deviation is 2,85895 and the variance is 8,174.

Classic Assumption Test

For data normality test, histogram graphic and normal probability plot shows that data spread around the diagonal line, then the regression model fulfills normality assumption.

For multi-collinearity test, it is found that there no variable which has VIF value bigger than 10 and value of tolerance smaller than 10%, which means there is no correlation between independent variable bigger than 95%. Meanwhile, from the correlation matrix of independent variable, it is found that independent variable which has the highest correlation is Entrepreneurship (X1) with correlation value of 22%. That value is still tolerable because it is below 95% so that it can be inferred that there is no multi-collinearity among the independent variables in regression model.

For heteroscedasticity test, it is found that the result of calculation from each variable shows level sig < α , which is 0,000 for variable Entrepreneurship Education and 0,013 for variable Family Environment, so that this research is free from heteroscedasticity and appropriate to be studied. Therefore, normality assumptions, multi-collinearity and heteroscedasticity in the regression model can be fulfilled from this model.

For autocorrelation test, it is found that the value of DW produced from the regression model is 1,557. Meanwhile from the significance 0,05 and total data (n) = 375, and k = 2 (k is total independent variable) it is obtained the value of Durbin-Watson is 1,557, in between -2 and 2 so that it can be inferred that the regression model used is free from autocorrelation interference.

Double Regression Linear Analysis

First Hypothesis Test

The first hypothesis, there is positive and significant effect of entrepreneurship education on entrepreneurial interest. The findings of test using SPSS for variable X1 (Entrepreneurship education) obtains value of t count = 6,593 which means entrepreneurial interest will increase if entrepreneurship education is improved. The higher entrepreneurship education, then the higher also the interest of student to be entrepreneur.

Probability value in sig. column is 0,000, value of p < 0,05 can be defined that the effect of entrepreneurship education on entrepreneurial interest of student is significant. So that from the findings of double regression analysis it can be inferred that entrepreneurship education gives positive and significant effect on entrepreneurial interest. Therefore, the first hypothesis which states that there is positive and significant effect of entrepreneurship education on entrepreneurial interest is proven.

Table 2 Result t-test

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	7,309	1,616		4,524	,000
Entrepreneurship education	,385	,058	,307	6,593	,000
Family Environment	,336	,050	,314	6,757	,000

a. Dependent Variable: Entrepreneurship education

The effect correlation and contribution of entrepreneurship education on entrepreneurial interest can be figured out from double regression analysis of entrepreneurship education on entrepreneurial interest. The complete result is provided in table 3.

On the table it can be known that correlation coefficient (R) between entrepreneurship education and entrepreneurial interest is 0,485. Therefore, it means there is a normal correlation between entrepreneurship education and entrepreneurial interest of State Polytechnic of Sriwijaya students. Based on table 3, determination coefficient (R²) is 0,235. It means the contribution of entrepreneurship education effect on entrepreneurial interest of students is 23,5%. Entrepreneurial interest of student is determined by entrepreneurship education 23,5% and the rest of the majority which is 76,5% is affected by other variables.

Table 3 Determination Coefficient (R²)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,485 ^a	,235	,231	2,68558

a. Predictors: (Constant), Family Environment, Entrepreneurship education

Second Hypothesis Test

The second hypothesis, there is a positive and significant effect of entrepreneurship education on entrepreneurial interest. The result of testing by SPSS for variable X2 (Family Environment) obtained value of t count = 6,757 which means entrepreneurial interest will increase if family environment increases. The higher family environment, then the higher also interest of students to be entrepreneurs.

Probability value in sig. column is 0,000, value of p < 0,05 can be defined that the effect of family environment on entrepreneurial interest of student is significant. So that from the findings of double regression analysis it can be inferred that family environment gives positive and significant effect on entrepreneurial interest. Therefore, the first hypothesis which states that there is positive and significant effect of family environment on entrepreneurial interest is proven.

The effect correlation and contribution of family environment on entrepreneurial interest can be figured out from double regression analysis of family environment on entrepreneurial interest. The complete result is provided in table 3. On the table it can be known that correlation coefficient (R) between family environment and entrepreneurial interest is 0,485. Therefore, it means there is a normal correlation between family environment and entrepreneurial interest of State Polytechnic of Sriwijaya students. Based on table 3, determination coefficient (R²) is 0,235. It means the contribution of family environment effect on entrepreneurial interest of students is 23,5%. Entrepreneurial interest of student is determined by family environment 23,5% and the rest of the majority which is 76,5% is affected by other variables.

Simultaneous Test (F)

The independent variable effects testing simultaneously on its dependent variable was performed using F test. The result of statistics calculation shows the value of F count = 57,166 with significance 0,000 < 0,05. It means that simultaneously entrepreneurship education and family environment give significant effect on entrepreneurial interest of State Polytechnic of Sriwijaya students.

Discussions

Reliability Test shows that the value of Cronbach Alpha from each construct or variable is higher than 0,60 which means questionnaire which consists the indicators of that

particular variable is reliable or trustworthy. It can be seen from the result of testing which has been performed that: variable Entrepreneurship Education (X1), the value of Cronbach Alpha is 0,710, Family Environment (X2) is 0,750, and Entrepreneurial Interest (Y) is 0,763). Validity Test shows that the value of r count of each variable is higher than r critical which is 0,3 and the significance level of each variable is less than 0,05.

From both variable independents which are tested individually, the most dominant variable in affecting entrepreneurial interest of State Polytechnic of Sriwijaya students is family environment (with the coefficient of 0,314), which is followed by variable entrepreneurship education (with the coefficient of 0,307). All independent variables of this research give positive effect on entrepreneurial interest of State Polytechnic of Sriwijaya students.

The result of t test shows that all variables have significance less than 0,05. From independent variables in this research, the most dominant effect on dependent variable was given by family environment, which means this variable is the most important in determining the interest of students to be entrepreneurs. The result of hypotheses testing can be explained as follows:

Entrepreneurship Education

The result of hypothesis 1 testing showed that variable entrepreneurship education gives significant effect on entrepreneurial interest of students. It means students will be interested to be entrepreneurs if they are given a good entrepreneurship lesson and education.

In this research, writers assess that entrepreneurship education in State Polytechnic of Sriwijaya is already good enough and suitable with the needs of students. Hypothesis 1 shows there is a positive and significant effect of entrepreneurship education on entrepreneurial interest which is supported by the result of research. This result shows that entrepreneurship education given both inside and outside of campus will determine the interest of students to be entrepreneurs.

Based on the result of analysis, it shows that entrepreneurship education has significant effect on entrepreneurial interest of State Polytechnic of Sriwijaya students. The result means that every change happening on variable entrepreneurship education will give positive effect on entrepreneurial interest. The value of regression coefficient shows a linear existing effect, where if variable entrepreneurship education increases, then entrepreneurial interest also increases under the assumption that other variables are constant.

The result of this research is inversely proportional to the result of research performed by Abdullah (2013) who in his research concluded that education has no effect on entrepreneurial interest of public higher education (PTN) student, but has an effect on students of private higher education (PTS). The research of Roxas (2008) which explained that education has no effect on entrepreneurial interest of teenagers Kuntowicaksono (2012) which showed that knowledge has no effect on entrepreneurial interest, it is because mere knowledge isn't enough as capital of someone in running a business but should be able to see the real condition happening on the field or market so accurate strategies can be determined in running the business.

It is different with the result of research done by Oriarewo (2013) and Phie (2013) which stated that education has an effect on entrepreneurial interest. Education can be obtained from course so it can be impactful to start business. It is in line with the research of Aprilianty (2012) which stated that education has an effect on entrepreneurial interest. It means that entrepreneurial interest will increase if entrepreneurship education is increased.

The higher entrepreneurship education, then the higher also the interest of student to be entrepreneur.

Family Environment

The result of hypothesis 2 testing showed that variable family environment gives significant effect on entrepreneurial interest of students. It means that a huge support from the family will give an effect on entrepreneurial interest of students to become entrepreneurs.

Based on the result of analysis, it shows that family environment has significant effect on entrepreneurial interest of State Polytechnic of Sriwijaya students. The result means that every change happening on variable family environment will give positive effect on entrepreneurial interest. The value of regression coefficient shows a linear existing effect, where if variable family environment increases, then entrepreneurial interest also increases under the assumption that other variables are constant.

The result of this research shows that family environment has an effect on entrepreneurial interest of students which is in line with the research performed by Zahariah (2010) that there were several factors which affected entrepreneurial interest of Malaysian college student which included environmental factor, environment has an effect on entrepreneurial interest. Meanwhile according to Costa (2009), family environment was a determining factor on student entrepreneurial interest, role of family was also very crucial in growing the entrepreneurial interest of students. Meanwhile the result of research by Putra (2012) stated that one of the factors determining entrepreneurial interest of students is family environment of student factor.

The result of this study shows that entrepreneurial interest of students still needs to be improved in many ways and there are many factors which influence it. The result of F test shows that the effect of all independent variables (entrepreneurship education and family environment) simultaneously on entrepreneurial interest of students is significant. It is shown by the value of F which is 57,166 with significance level of 0,000 (less than 0,05).

Meanwhile, from the result of determination coefficient (adjusted R²), it can be inferred that independent variables in this research can explain 23,5% entrepreneurial interest of State Polytechnic of Sriwijaya students meanwhile the rest of it which is 76,5% of entrepreneurial interest of students are explained by other variables which is not included in this research.

Conclusions

Entrepreneurship education gives positive and significant effect on entrepreneurial interest of State Polytechnic of Sriwijaya students. Family environment gives positive and significant effect on entrepreneurial interest of State Polytechnic of Sriwijaya students and Entrepreneurship education and family environment simultaneously give positive and significant effect on entrepreneurial interest of State Polytechnic of Sriwijaya students. Entrepreneurial interest owned by students should be increased by every parties such as parents, society, teacher, and government. The implantation of entrepreneurship education understanding in every lesson and outside campus should be done more intensively.

The education needs to be orientating on practice, case study, and invite interviewees from companies or industries. The existence of industrial practice based on student competency also can enhance knowledge and insight of students where students learn and doing job activities in a real situation simultaneously.

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