

Influence Of Entrepreneurial Motivation, Entrepreneurship Education, And Family Environment On Interest In Entrepreneurship Among Students

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Abstract: *The study aims to investigate the influence of entrepreneurial motivation, family environment and entrepreneurship education on the entrepreneurial interest of the students at Widyatama University, Bandung. In this study, 100 students as the study samples were taken out of the population which accounted for 127 students of the University of Widyatama Bandung majoring in Management in 2016 who took the minor in entrepreneurship. The samples were taken using primary data in the form of questionnaires and a modified Likert scale for data collection technique. Subsequently, the data were then analyzed using multiple linear analysis with the aid of SPSS 23 for processing statistical data. In this study, there were several variables under investigation, such as X1 (entrepreneurial motivation), X2 (family environment), X3 (entrepreneurship education), and Y (entrepreneurial interest).*

Based on the results of multiple linear analysis, it reveals that entrepreneurial motivation and education as well as family environment simultaneously have a significant influence on the interest in entrepreneurship of the students at Widyatama University, Bandung. Furthermore, the entrepreneurial motivation is the most dominant variable which influences the interest in entrepreneurship among the others. Finally, the coefficient of determination is 0.360 or 36%, while the rest is influenced by other factors which were not examined in this study.

Keywords: *Entrepreneurial interest, entrepreneurial motivation, family environment, entrepreneurship education.*

I. INTRODUCTION

It is entrepreneurship which plays a significant role in a country's economic development. Based on the 2018 Global Entrepreneurship Index Rankings, Indonesia still had the low number of entrepreneurs, which occupied 94th position, far below Malaysia which was ranked 58th, and Singapore ranking 27th in the world. On average, on the other hand, the developed countries have the number of entrepreneurs of more than 14% out of the total population. Based on the Central Bureau of Statistics of Indonesia (BPS), the percentage of entrepreneurs in Indonesia is 3.1% out of total population, while that in Malaysia and Singapore is 5% and 7%, respectively. According to the result results of Global Talent Competitiveness Index (GTCI) in 2019, focusing on global competitiveness, and the field of entrepreneurship in particular, how the entrepreneurship is encouraged, nurtured and developed throughout world, Indonesia received a score of 38.61 and ranked 67th in the world. In fact, it is still far from reaching the top ten among developed countries and competing with other developing countries in Asia. As a consequence, it is not surprising that the fact results in high unemployment rates.

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Moreover, based on the data released by the Central Bureau of Statistics (BPS), as of August 2019, the number of unemployed among university graduates reached 5.67 percent of the total workforce of around 133 million people. Thus, an effort to relieve the level of educated unemployment in Indonesia is to create university graduates who not only tend to be job seekers, but also as job creators or what is so-called the entrepreneurs (Takdir et al., 2015:20). In this sense, entrepreneurship is a logical and appropriate reason to overcome the issue of unemployment and to enhance the ratio of entrepreneurs; enabling them to be able to globally compete with other countries.

However, shaping a college graduates to be entrepreneurs is not easy to carry out since the well educated people tend to avoid these professions due to their preference for white-collar employees. Their higher preferences are based on the consideration of the costs they have incurred during their education and expect a comparable rate of return (Takdir et al., 2015:20). Therefore, the study is striving to reveal the factors which influence the entrepreneurial interest among students in term of entrepreneurial motivation, family environment and entrepreneurship education at the Faculty of Management, Widyatama University, Bandung.

Literature Reviews

Entrepreneurial motivation, according to Baum, Frese and Baron in Estu and Bida (2018), encompasses the desire to accomplish entrepreneurial goals, such as the recognition and exploitation of business opportunities. Motivation for developing new businesses is required not only because of their confidence in their ability to succeed, but also because of their ability to access information on entrepreneurial opportunities. In addition, entrepreneurial motivation according to Saiman in Galih and Diana (2017), is comprised of four aspects which drive an individual to be motivated to become an entrepreneur:

1. Freedom to determine how much profit is desired, the benefits to be received and how much will be paid to other parties or staff.
2. Flexibility in time management, free of being supervised and formally interfering and restricting rules, and free from the rules of organization/company culture.
3. Personal aspiration to be freed to attain the desired standard of living, apart from repetitive habits as a result of having to pursue the goal, task, and the aspirations of others. They will be rewarded for determining goals, purposes and expectations of their own.
4. Independent to have a sense of dignity for they can be self-reliance in everything, such as funding, management, supervision/control, as well as being their own managers.

The definition of entrepreneurs, according to Takdir et al. (2015:13) is someone who has an idea of a product or service, from which they make a business. Entrepreneur is a person capable of foreseeing and assessing business opportunities, gathering the requisite resources to take advantage of them and taking appropriate action to ensure success. Aprilianty in Anita et al. (2018), furthermore, explained that the word 'entrepreneurship' in the context of Indonesian language well known as 'wirausaha' is derived from 'wira' and 'usaha'. The word 'wira' means shrewd person, while 'usaha' literally means doing business. Therefore, an entrepreneur is literally someone who has an ability to run a business. He/she is someone who invents new goods or new ideas and develops a company with a new concept, in such a case, involving a certain creativity and ability to capture a current trend as businessman.

Based on the above definition, it can be inferred that the entrepreneurial motivation is the desire to make a profit, motivation to have a sense of pride, and being aspired to grab financial freedom and time, fulfilling the expected standard of living and prosperity; and motives to create opportunities and develop a business.

Family invironment

Environment, according to Webster's in Anita et al. (2018) is defined as a collection of all conditions and external influences on the life and development of the organization. Meanwhile, Koranti in Galih and Diana (2017) further explained that family environment with all the conditions in it, includes the background of family members, its traditions and how parents educate their children. According to Bryant & Dick in Estu and Bida (2018), families are individuals who, by marriage, birth or adoption, have social-biological relations, live together and share resources to accomplish common goals.

According to Sobur in Hazirah and Sanny (2015), family environment is the primary social group in early life of human, in which they learn to interact with their groups and express themselves as social people. In the family, a child first learns to pay attention to others' desires, to work together, to help each other, or as a social creature that has norms and certain competencies in association with others.

According to Salvicion and Celis in Wiani et al. (2018), family is the smallest unit of society consisting of the family head and several persons as the members who are gathered together in a state of interdependence in a shared place. Based on the above description, it can be concluded that the family environment is a collection of the smallest unit of a society that gathers and lives together, shares blood bonds, is adhered to interdependence and influences each other under the same residence with its all conditions.

Entrepreneurship education

Education can be referred to as an effort which is voluntarily carried out to change someone's behavior. The educational activities are designed, organized, monitored and evaluated in order to be able to achieve the set goals (Hutchin in Reni and Santi, 2014). It is also education by which, knowledge or information is processed by individuals, including ideas, fields of expertise, and assessments which are vital for organizational improvement (Wang and Noe in Ratna and Dede, 2018).

According to Kadarsih in Ana and Ismawati (2016), entrepreneurship education is a support to educate Indonesian people in order to possess dynamic and creative personality based on the value of Pancasila as the basis of the Indonesian national character. Education is a means which plays an important role to encourage the entrepreneurs to gear up themselves in overcoming problems that exist in running the business (Hicrich's in Ana and Ismawati (2016)). According to Takdir, et al. (2015:13), entrepreneurship is a mental state and attitude which is always actively striving to improve the business results in term of profit generation. It is also a process in which an individual pursues opportunities to meet the needs and desires through innovation, without paying attention to the resources he/she controls. In addition, it is also the personal attitude, behavior, and ability to manage businesses or activities which lead to efforts in new means of work, technology, and products. Furthermore, Lestari et al. in Feby and Trianggoro (2017) defined that the entrepreneurship education can shape the mindset, attitudes, and behaviors of students to become the real entrepreneurs so as it directs them to choose it as their career choice.

Based on the description above, entrepreneurship education is perceived as an effort in the form of voluntary activities which are carried out, monitored and evaluated to shape the students' mindset and change their behavior as entrepreneurs.

Entrepreneurial interest

According to Loekmono in Hazirah and Sanny (2015), interest can be defined as a tendency to feel attracted or compelled to pay attention to someone, something or activities in particular fields. Interest is one of the factors which determine personal success in all aspects, such as study, work and other activities. It is interest which leads

someone to pay attention to the field in which he/she is interested. Slamet in Galih and Diana (2017) stated that it is preference in a particular thing or activity without being told.

An entrepreneur is indeed an innovator or developer who recognizes and seizes opportunities, converting them into applicable/valuable ideas, adding the value through time, energy, money, or skills. He/she accepts risks when competitive markets apply these ideas and realizes the benefits from this effort (Kuratko and Hodgetts in Takdir et al., 2015:10).

Meanwhile, entrepreneurship is an ability in creative thinking and innovative behavior which is used as a basis, resources, driving force to attain goals (Spemahamidjaja in Latief., 2017:3). Based on the description above, it can be concluded that the entrepreneurial interest is the tendency or being attracted of someone in converting an opportunity into a business idea for a product or service development.

II. RESEARCH METHODS

Population and Samples

Being a quantitative study, this research utilized numerical data and employed SPSS statistics for data analysis. Based on its characteristics, this study is classified as a descriptive analysis research. As stated by Zulganef (2018:12), a research which uses descriptive method aims to describe a phenomenon without attempting to reveal the possibly causative factors or variables to the phenomenon nor connect among the variables which exist in the study. There are 3 (three) independent variables in this study, namely X1 as entrepreneurial motivation, X2 as family environment, X3 as entrepreneurship education, and finally one dependent variable of Y as the entrepreneurial interest.

Furthermore, the present research used questionnaire as the instrument for data collection. It contained a set of predetermined written questions according which the respondents wrote or recorded their responses. Generally, a number of alternatives of responses were provided on the questionnaires (Syakaran and bougie in Zulganef (2018:146)). All the question items were prepared based on the previous studies. Subsequently, to test the validity and reliability of the research instruments, SPSS version 23 software and also multiple regression analysis were exploited in this study.

In this research, the population was comprised of the students of Faculty of Management, Widyatama University Bandung class of 2016 who took the minor in entrepreneurship, accounting for 127 respondents. The study was carried out from November to December 2019. The probability sampling technique was used since all elements in the entire population have the same opportunity or probability to be selected as samples statistically. The probability or sample calculation can only be performed provided that the number of population is known by the researcher. (Zulganef 2018:125). As such, the number of samples is determined using the Slovin formula as follows.

$$N = \frac{N}{1 + (Ne^2)} = \frac{127}{1 + (127 \times 0,05^2)} = 96.39$$

Based on the equation above, it turns out that the number of samples should be at least 97 (rounded up). However, for the accuracy measures, the authors took 100 students as the respondents of the study.

III. RESULTS AND DISCUSSIONS

Table 1. Results of questionnaires validation analysis

Validation and reliability results (IBM SPSS 23)

Variables	Reliability	Validity (r table 0.196)
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Entrepreneurial motivation (X1)	0.857	19 statements valid, 6 statements invalid
Family environment (X2)	0.689	All statements valid
Entrepreneurship education (X3)	0.762	All statements valid
Entrepreneurial interest (Y)	0.660	All statements valid

Based on the results of the analysis of the questionnaires, it can be concluded that in the motivation variables (X1), there are 19 valid statements and 6 invalid statements. Meanwhile, those in the family environment (X2), all statements are and those in the entrepreneurship education (X3), all statements are valid. Finally, in the entrepreneurial interest (Y), all statements are valid and all variables are stated reliable since according to Ghozali (2011:133), if the value of Cronbach's alpha is greater than 0.6, the research instrument is reliable. Conversely, if the value is less than 0.6, the research instrument is stated not to be reliable.

Hypotheses development

- H1 = there is an influence of entrepreneurial motivation (X1) on entrepreneurial interest (Y);
- H2 = there is an influence of family environment (X2) on entrepreneurial interest (Y);
- H3 = there is an influence of entrepreneurship education (X3) on entrepreneurial interest (Y);
- H4 = there is simultaneous influence of entrepreneurial motivation (X1), family environment (X2), entrepreneurship education (X3) on entrepreneurial interest (Y).

Basis of decision making

1. T-test (statistical test)

T-test aims to find out whether or not there is a partial effect of the independent variable (X) on the dependent variable (Y).

1. If the sig value is less than 0.05, or t count is greater than that of t table, there is an influence of variable (X) on variable (Y);
2. If the sig value is greater than 0.05, or t count is less than that of t table, there is no effect of the variable X on Y.

$$t \text{ table} = t\left(\frac{\alpha/2}{n-k-1}\right) = t\left(\frac{0.05/2}{100-3-1}\right) = 0.025: 96 \text{ or df residual}$$

$$t \text{ table} = 1.984$$

Where α denotes the level of significance (in this study 0.05), n is the number of samples used (in this study 100 respondents), k refers to the number of independent variables (in this study 3 variables), and Df residual is assigned for degree of freedom of residual value.

Table 2. Coefficients of each variable

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.978	2.111		2.358	.020
	Entrepreneurial_Motivation	.147	.032	.391	4.576	.000
	Family_Environment	.210	.068	.269	3.102	.003
	Entrepreneurship_Education	.257	.135	.167	1.902	.060

a. Dependent Variable: Entrepreneurship_interest

A. First hypothesis testing (H1)

It is found out that the sig value of the effect of X1 on Y is 0.000, which is less than 0.05. Furthermore, the value of t count is 4.576, which is greater than that of t table which accounts for 1.984. Given such, it can be concluded that H1 is accepted which indicates that there is an influence of X1 on Y.

B. Second hypothesis testing (H2)

Based on the data analysis, it is found out that the sig value of the effect of X2 on Y is 0.003, which is less than 0.05; while that of t count is 3.102, which is higher than that of t table accounting for 1.984. Thus, it can be stated that H2 is accepted, indicating that there is an influence of X2 on Y.

C. Third hypothesis testing (H3)

Based on the calculation, it turns out the sig value of the effect of X3 on Y is 0.060, which is greater than 0.05, whereas that of t count is 1.902, which is greater than t table 1.984. Hence, it can be concluded that H3 is rejected which means that there is no influence of X3 on Y.

2. F-test (statistical test)

The F-test aims to determine whether there is a simultaneous influence of the independent variable (X) on the dependent variable (Y). If the sig value is either less than 0.05, or the value of F count is greater than that of F table, there is the simultaneous influence of variable X on the variable Y. On the other hand, if the sig value is either greater than 0.05, or the value of F count is less than that of F table, there is no simultaneous influence of variable X on variable Y. The value of F table is determined using the following equation:

$$= F\left(\frac{k}{n-k}\right) = F\left(\frac{3}{100-3}\right) = 3.97 = 2.70$$

Where k is the number of independent variables and n denotes the number of respondents or research samples.

Table 3 ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	182.013	3	60.671	17.993	.000 ^b
	Residual	323.697	96	3.372		
	Total	505.710	99			

a. Dependent Variable: Entrepreneurship_interest

b. Predictors: (Constant), Entrepreneurship_Education, Entrepreneurial_Motivation, Family_Environment

D. Fourth hypothesis testing (H4)

Based on output of the Anova results as presented in Table 3, the simultaneous significance obtains the F value of 17.993, which is greater than that of table, which is 2.70 at the level of significance of 0.000.<0.05. Therefore, it

can be concluded that variables of X1 (entrepreneurial motivation), X2 (family environment), and X3 (entrepreneurship education) simultaneously and positively influence the entrepreneurial interest (Y).

Table 4 Model summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.600 ^a	.360	.340	1.836

a. Predictors: (Constant), Entrepreneurship_Education, Entrepreneurial_Motivation, Family_Environment

3 Analysis of multiple correlations

Based on the model summary as shown in Table 4, the results of multiple correlation analysis (R) is equal to 0.600 or 60%. It shows the close relationship between variable X1 (entrepreneurial motivation), X2 (family environment), and X3 (entrepreneurship education) simultaneously influence variable Y (entrepreneurial interest). This simultaneous relationship is categorized as medium since it is at the interval of 0.41 – 0.60.

4. Coefficient of determination

Coefficient of determination, denoted as R^2 (pronounced as R square) is to find out the effect of variable X in percent (%) simultaneously on the variable Y. In this study, based on the model summary presented in Table 4, it is found that the coefficient of determination (R^2) of variable X1 (entrepreneurial motivation), X2 (family environment), and X3 (entrepreneurship education) simultaneously influence variable Y (entrepreneurial interest) is 0.360 or 36%; while the rest are influenced by other factors not examined in this study.

Conclusions and Recommendations

IV. CONCLUSIONS

1. Entrepreneurial motivation has a positive effect on entrepreneurial interest of the students at Faculty of Management, Widayatama University. It means that the higher the entrepreneurial motivation, the higher the students' entrepreneurial interest will be.
2. Family environment has a positive effect on the students' entrepreneurial interest. It means that the students who are raised in the family who supports entrepreneurship will tend to have great interest in entrepreneurship.
3. Knowledge on entrepreneurship has a negative effect on entrepreneurial interest of the students at Faculty of Management, Widayatama University, Bandung. It means that more knowledge on entrepreneurship they obtain does not enhance their entrepreneurial interest.
4. Entrepreneurial motivation, family environment, entrepreneurship education simultaneously have a positive influence on entrepreneurial interest among the students at Faculty of Management, Widayatama University, Bandung.

Recommendations

1. Students should maintain and continue to stimulate their entrepreneurial motivation in order to be able to consistently solve the entrepreneurial problems they are encountering.
2. Family environment has indirectly shaped the first perspective of the students to take the plunge into entrepreneurship. However, the students who do not come from entrepreneur families should not be discouraged to be entrepreneurs.

3. It is advised that the entrepreneurship lecturers to further enhance their entrepreneurship subjects in order that they can obtain sufficient entrepreneurial knowledge.

4. It is expected that future further researches to include other factors which are excluded in this study; therefore, the results are able to explain the dependent variable of entrepreneurial interest of the students from other viewpoints.

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