



The Relationship of Learning Entrepreneurship, Enterprise Motivation, And the Family Environment with Enterprise Interest in Students

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ABSTRACT

Many of Bunda's Tourism Diploma graduates are still unemployed because some are less interested in becoming self-employed. It because students are not motivated to become entrepreneurs, and the family environment is not yet supported. This study aimed to measure: the relationship between entrepreneurial learning outcomes, entrepreneurial motivation, and family environment with interest in entrepreneurship. This type of research is descriptive correlational. This research population is all students of the Hospitality study program of the Bunda Padang Tourism Academy, batch 2017 and 2018, totaling 61 students. The sample in this study were 61 students using the total sampling technique. The data collection instrument used a questionnaire using a Likert scale and data analysis methods, including simple correlation and multiple correlations. Research is expected to increase students' entrepreneurial knowledge through attitudes, knowledge, and skills to overcome entrepreneurial tasks' complexity, providing real experiences for students to carry out entrepreneurial practices.

1. Introduction

The problem Indonesia is one of the countries with the largest population in the world. Indonesia is ranked 4th globally after China, India, and the United States as the most populous country. Apart from having abundant natural resources, Indonesia is also one of the countries with the most human resource contributor in the world. In developed countries such as the United States and developing countries have obliged their citizens to know entrepreneurship (Ozaralli & Rivenburgh, 2016).

Entrepreneurship is essential for a country because entrepreneurship plays a significant role in overcoming various national economic development problems such as poverty reduction, high unemployment, low purchasing power, difficulty creating business and employment opportunities, and increasing growth (Nusannas, 2018; Solikaturun & Suber, 2014). With the importance of entrepreneurship for a country, there are high hopes for many individuals who decide to become entrepreneurs as stated in INPRES No. 4 Tahun 1995 concerning the National Society and Cultivating Entrepreneurship movement (Indriyani, 2018).

Meanwhile, in Indonesia, entrepreneurship was introduced in individual schools or colleges only. The number of entrepreneurs in Indonesia still lacks, namely below 2.67%, while Singapore & Malaysia are 5% (Wahyuningsih, 2020). With the development of the times and challenges in facing competition such as the economic crisis, the understanding of the Indonesian people regarding entrepreneurship through formal education and training in all kinds of society, entrepreneurship has begun to develop (Rahim & Basir, 2019). Therefore, it is necessary to create human resources with this kind of competition from the young generation, which is appropriate and relevant to get students into entrepreneurs and create jobs (Harini & Yulianeu, 2018; Indriyani, 2018).

There is an interest in starting a business, so someone will have more desire to move forward in the company they are running than people who are less interested in creating a business (Indriyani, 2018; Rahim & Basir, 2019). The entrepreneurial part is an individual's motivation and interest to see opportunities by using creative and innovative abilities to create added value for goods and services that

he does with the courage to face risks (Candi, 2018; Harini & Yulianeu, 2018). The high interest in student entrepreneurship in education is significant because it will determine the career choice after graduating.

Supporting students' interest in entrepreneurship, entrepreneurship education in Higher Education is a must to give students. Entrepreneurship education should be given to someone as early as possible to improve their skills (Wahyuningsih, 2020). Student learning outcomes will be obtained if the student has received entrepreneurship education. Entrepreneurship education is a learning process carried out by someone to change students' attitudes and mindsets towards entrepreneurial careers. Students who have taken entrepreneurship courses will know entrepreneurial characteristics that will increase interest in entrepreneurship so that entrepreneurship education in tertiary institutions is expected to reduce the high unemployment rate, especially among educated circles (Prawiranegara et al., 2019).

Family environmental factors are significant in fostering student interest in entrepreneurship. Parents are the first educators and provide primary compassionate guidance. Therefore, parents will help students in shaping the child's personality. By remembering the importance of education in the family environment, the influence in the family environment on children, in this case, students, can influence what the child or student is interested in (Arisanti, 2020; Marganingsih & Pelipa, 2018). The family environment can affect a person to become an entrepreneur. From the parents' work factors, it can be seen from parents who work alone and have their own business, so children tend to become entrepreneurs (Harini & Yulianeu, 2018; Nisa, 2020). Entrepreneurial motivation is also an essential factor that must be had to become an entrepreneur. Encouragement and efforts to make creative, innovative, and useful efforts by developing ideas and resources to find life improvement opportunities. The aim of a business or business competition (Saputri, 2016).

Previous research shows that entrepreneurship education partially has a significant effect and the family environment partly has a substantial impact on entrepreneurship interest (Indriyani, 2018). Learning outcomes of entrepreneurial practices have an enormous effect on interest in entrepreneurship (Kurniawan, 2018). Entrepreneurship education and family environment have a significant impact on interest in entrepreneurship. The family environment affects students' interest in entrepreneurship. The family environment affects the interest in entrepreneurship. The family environment has a significant effect on student interest in entrepreneurship (Harini & Yulianeu, 2018; Nisa, 2020; Wahyuningsih, 2020; Yusuf, 2017). This study aims to analyze the relationship between entrepreneurial learning outcomes, entrepreneurial motivation, and family environment interested in entrepreneurship.

2. Methods

This research was conducted using quantitative methods through a correlational approach. Correlational descriptive is a study designed to determine the relationship between different variables in a population (Arikunto, 2010).

This research population is all students of the Hospitality study program of the Bunda Padang Tourism Academy, the batch of 2017 and 2018, totaling 61 students with total sampling techniques. This research's data source is primary data, which is data directly obtained from distributing questionnaires to respondents, namely students. The instrument used in the study was a questionnaire using a Likert scale.

The data analysis technique used was (1) data description, namely the mean score (mean value), median, mode, and standard deviation. (2) testing the analysis requirements, namely the normality test, homogeneity test, linearity test, and independent variable test. (3) The hypothesis uses a simple correlation and multiple regression.

3. Result and Discussion

Result

Before testing the hypotheses, data descriptions can be carried out, classical assumption tests, which include normality tests, linearity tests, and homogeneity tests. The data presented in this study are entrepreneurial learning outcomes, entrepreneurial motivation, and family environment as the independent variable (X) and entrepreneurial interest as the dependent variable (Y). The data on entrepreneurial interest in the sample in the study were 61 students.

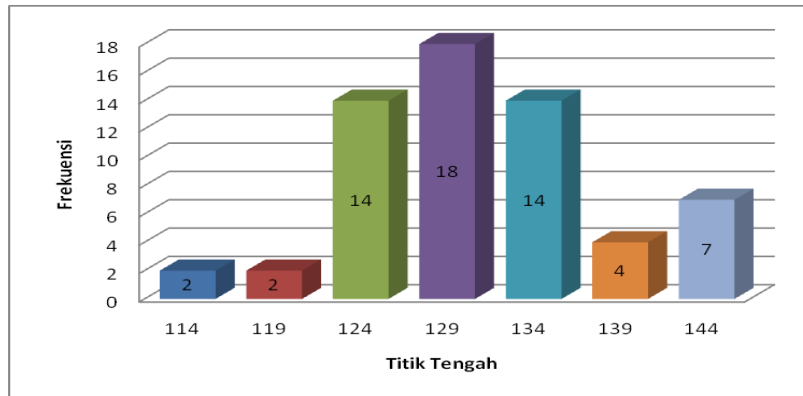


Figure 1. Entrepreneurial Interest Histogram

Based on the histogram data in Figure 1, the entrepreneurial interest of the students of the Bunda Padang Tourism Academy Study Program is sufficient because based on the results of the data analysis, the respondents' attainment rate is 76.77%, and there are in the range 65 - 79, in the category the score is sufficient on the theoretical five interval scale

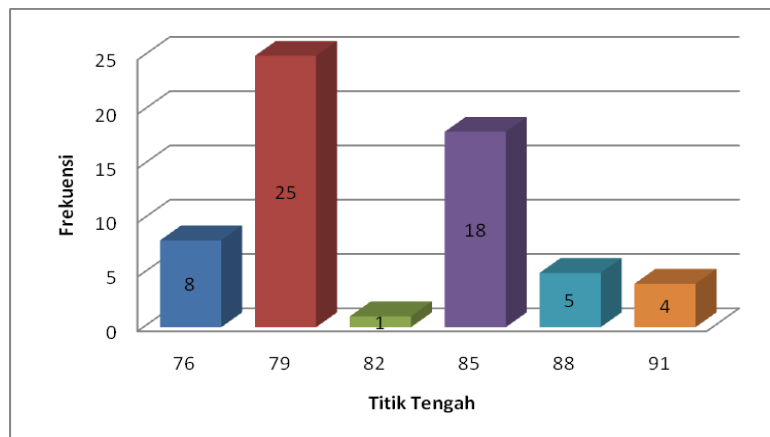


Figure 2. Histogram of Entrepreneurship Learning Outcomes

Based on the histogram data presented in Figure 2, the degree of achievement of entrepreneurial learning outcomes is 82.10%. There are in the range of 80 - 89 good score categories on the five theoretical interval scale.

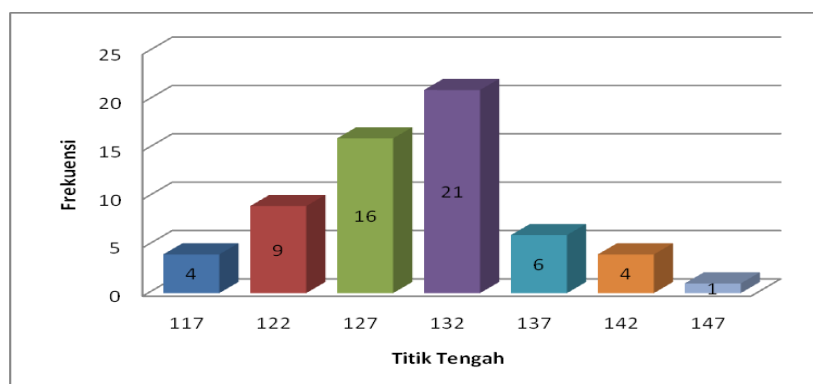


Figure 3. The Histogram of Entrepreneurial Motivation

Based on the histogram data in Figure 3, it is known that the degree of achievement of student entrepreneurial motivation is 78.89, and there are about 65 - 79, in the category the score is sufficient on the theoretical five-interval scale.

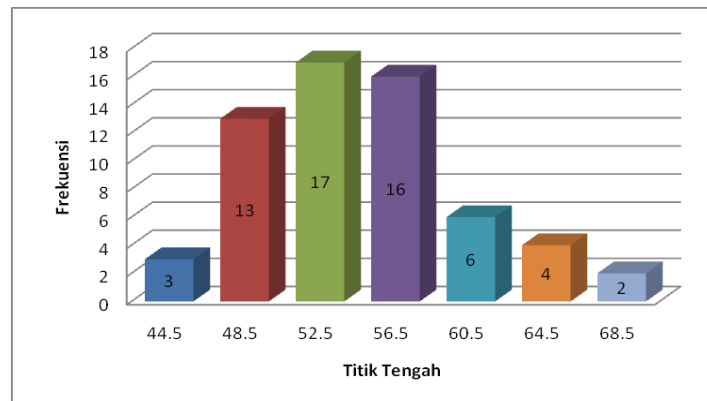


Figure 4. Description of the Family Environment

The histogram in Figure 4 shows that the degree of achievement of the family environment is 72.26%. There are at about 65 - 79 in the excellent score category on the theoretical five interval scale.

Before conducting a hypothesis test analysis, the assumption test is first carried out between normality test, homogeneity test, and linearity test. This study's normality test shows the residual distribution of data that belongs to the normal distribution or not, namely using the Kolmogorov Smirnov technique by setting a significant level of 5% or $\alpha = 0.05$. Data can be normally distributed if the significant level (Asymp.Sig.) > 0.05, then the data is normally distributed. The results of the examination can be seen in Table 1.

Table 1. Normality Test Results with Kolmogorov Smirnov Test

		Unstandardized Residual
N		61
Normal Parameters	Mean	.0000000
	Std. Deviation	5.37335754
Most Extreme Differences	Absolute	.127
	Positive	.127
	Negative	-.083
Kolmogorov-Smirnov Z		.990
Asymp. Sig. (2-tailed)		.281

From Table 1, it can be seen that the results of the normality test state the Kolmogorov-Smirnov value of 0.990 with a significant 0.281. Based on these results, it can be stated that the data used in this study are normally distributed and can be continued for further investigation because the significant value of the normality test is > 0.05.

The homogeneity test was carried out using the chi-square test. The criterion used is if the count with $p > 0.05$, then the group variant is homogeneous. The analysis results show that entrepreneurial interest is 0.169, entrepreneurial learning outcomes are 0.154, entrepreneurial motivation is 0.761, and family environment is 0.396. Thus, it can be concluded that the group variance is homogeneous. Therefore, the homogeneity requirements for the regression analysis are met. The results of the homogeneity test can be seen in the output as in Table 2.

Table 2. Homogeneity Test Results

	Entrepreneurial Interests	Entrepreneurship Learning Outcomes	Entrepreneurial Motivation	Family environment
Chi-Square	19.731 ^a	21.141 ^b	17.049 ^c	19.984 ^d
df	14	10	22	19
Asymp. Sig.	.169	.154	.761	.396

A linearity test is conducted to determine whether two variables have a linear or insignificant relationship and a correlation or regression analysis requirement. If the significant level between two variables is less than 0.05, it is said to have a linear relationship. From the linearity test, it is obtained that $F_{count} = 0.070 > 0.05$. The X1 data against Y or the entrepreneurial learning outcome data on the interest in entrepreneurship is linear. Linear test data X2 against Y or entrepreneurial motivation data is also linear, where the price $F_{count} = 0.055 > 0.05$. Linear test of data X3 against Y or family environment data on interest in entrepreneurship is linear, where $F_{count} = 0.131 > 0.05$. The linearity test results can be seen in Table 3.

Table 3. Homogeneity Test Results

	Deviation from Linearity	Significant level	Conclusion
entrepreneurial learning outcomes on interest in entrepreneurship (X1Y)	0,070	0,05	Linear
entrepreneurial motivation to the variable interest in entrepreneurship (X2Y)	0,055	0,05	Linear
family environment (X3) on the variable interest in entrepreneurship (X3Y).	0,131	0,05	Linear

Hypothesis testing can be done if all three assumption tests have been carried out. Hypothesis testing is performed using simple correlation regression analysis techniques to test hypotheses 1 and 2 and multiple correlation regression analysis to test hypothesis 3. The hypothesis being tested is the null hypothesis (H0). The regression hypothesis is tested using the r test with the testing criteria. Accept Ho if $r_{count} < r_{tabel}$ and reject H0 if $r_{reg} > r_{tabel}$, r_{tabel} is determined from the distribution table r for $\alpha = 0.05$. Based on the analysis results for the test results for the first test, it was obtained $r_{hitung} = 0.462$ with a significance of 0.000, so that Ho was rejected. It can be summarized that entrepreneurial learning outcomes have a significant relationship with interest in entrepreneurship with a contribution of 21.3%. The analysis results for testing the second hypothesis obtained $r_{count} = 0.389$ with a significance of 0.002 so that Ho is rejected. It can be summarized that entrepreneurial motivation has a significant relationship with interest in entrepreneurship with a contribution of 15.1%. The analysis results for testing the third hypothesis obtained $r_{count} = 0.388$ with a significance of 0.002 so that Ho is rejected. It is summarized that the family environment has a significant relationship with interest in entrepreneurship with a contribution of 15.1%. The analysis results for testing the fourth hypothesis obtained $r_{hitung} = 0.630$ with a significance of 0.000 so that Ho was rejected. It is summarized that entrepreneurial learning outcomes, entrepreneurial motivation, and family environment have a positive and significant relationship with interest in entrepreneurship with a contribution of 39.7%.

Discussion

Student entrepreneurship learning outcomes influence the interest in entrepreneurship in Bunda Padang Hospitality students. Most university-level programs provide entrepreneurship education intended to increase the competence of the targeted material. It is also designed and carried out to make students who have the skills needed, which are then expected to foster a new entrepreneurial spirit to create business opportunities for themselves and their families (Kurniawan, 2018; Solikatun & Suber,

2014). One of the factors that affect the interest in entrepreneurship is achievement. Students who have a high level of achievement who wish to become entrepreneurs will be even higher (Khotiman, 2020). Achievements can be seen from the learning outcomes of entrepreneurship subjects in schools. If the learning outcomes of entrepreneurship subjects are high, these students have an interest in entrepreneurship. This study's results are in line with the research showing that entrepreneurial practices' learning outcomes significantly affect interest in entrepreneurship. The relationship between Creative Products and Entrepreneurship subjects' learning outcomes to students' interest in entrepreneurship at SMKN 7 Jember is very strong (Khotiman, 2020; Kurniawan, 2018). There is a positive and significant effect of entrepreneurial learning achievement on entrepreneurial interest in students of SMKN 2 Wonogiri (Wulan, 2019). Also, there is a positive influence between entrepreneurial learning outcomes and the particular job market information service (BKK) on entrepreneurial interest (Jadmiko., 2019).

The family environment also influences entrepreneurial interest. Several relevant studies state that the family environment affects entrepreneurship's interest (Agusmiati, 2018; Muiyiyatu, 2020; Nisa, 2020; Setiawan, 2017; Suarjana, 2017). (Arisanti, 2020) states that the family environment has a positive and significant effect on interest in entrepreneurship. (Maulida, 2019) said that personality and family environment influences the interest in entrepreneurship. (Sari, 2018) states that personality, family environment, and entrepreneurship education have a significant and positive effect on entrepreneurship interest. (Sundari, 2018) says that the family environment positively has a significant impact on interest in entrepreneurship. (Nusannas, 2018) states that entrepreneurship education and the family environment have a positive and significant effect on interest in entrepreneurship.

Another factor that influences interest in entrepreneurship is entrepreneurial motivation. Many factors can motivate a person to become an entrepreneur, one of which is by understanding what people need. People can be inspired by anything but not all can be motivated by the same thing (Wahyuningsih, 2020). Research conducted by (Saputri, 2016) states a significant influence between entrepreneurial motivation and interest in entrepreneurship. (Candi, 2018) says that entrepreneurial motivation, entrepreneurship education, and the family environment positively and significantly affect interest in entrepreneurship. (Yuliani, 2018) states that motivation has a dominant influence on entrepreneurial interest. (Alifia, 2019) states that there is a positive and significant influence on entrepreneurial motivation on the interest in entrepreneurship in the community of Dusun Beton. (Ghifarti, 2020) states that entrepreneurial motivation has a significant effect on interest in entrepreneurship. (Rustini, 2019) states that motivation, the internal and external environment has a significant impact on entrepreneurial interest.

4. Conclusion

Based on the results of data analysis and discussion, it can be concluded that there is a positive and significant relationship with entrepreneurship learning outcomes, family environment, entrepreneurial motivation with an entrepreneurial interest in the hospitality study program at the Bunda Padang Tourism Academy. Student interest in entrepreneurship is influenced by entrepreneurial learning outcomes, family environment, and entrepreneurial motivation. Entrepreneurship learning outcomes are essential because students with high scores can gain knowledge and skills in carrying out entrepreneurial activities. The family environment is one of the factors supporting students to become entrepreneurs. If the family provides guidance, students will be motivated to do business. Likewise, high student entrepreneurial motivation is significant because students' encouragement will cause students to do entrepreneurial business well and face risks.

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