

## The Influence of Family Environment, Entrepreneurship Knowledge and Entrepreneurship Motivation on Students' Entrepreneurship Interest of Islamic Education Management Program of Universitas Islam Negeri Sumatera Utara

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### Abstract:

This study aims to analyze 1) The influence of family environment on students' entrepreneurship knowledge of Islamic Education Management program, 2) The influence of entrepreneurship knowledge on students' entrepreneurship motivation of Islamic Education Management program, 3) The influence of family environment on students' entrepreneurship interest of Islamic Education Management program, 4) Effect of entrepreneurship motivation on students' entrepreneurship interest of Islamic Education Management program, 5) The effect of entrepreneurship knowledge on students' entrepreneurship interest of Islamic Education Management program. The population of this study were students of Islamic Education Management program who have taken entrepreneurship courses. To collect the data, field surveys by distributing questionnaires were conducted. The data obtained were analyzed by using SPSS 16. The results showed that 1) The family environment had a significant effect on students' entrepreneurship knowledge of Islamic Education Management program, 2) Entrepreneurship knowledge had a significant effect on students' entrepreneurship motivation of Islamic Education Management program, 3) The family environment had a significant effect on students' entrepreneurship interest of Islamic Education Management program, 4) Entrepreneurship motivation had a significance influence on students' entrepreneurship interest of Islamic Education Management program, 5) Entrepreneurship knowledge had a significant influence on students' entrepreneurship interest of Islamic Education Management program.

**Keywords:** *family environment, entrepreneurship knowledge, entrepreneurship motivation, and entrepreneurship interest*

### Introduction

Entrepreneurship is a potential development, both in quantity and in quality of the entrepreneur itself. Now, we are facing the fact that the number of entrepreneurs in Indonesia is still in small quantity and the quality cannot be said to be great criteria, so the problem is urgent for successful development. To grow up an entrepreneurship spirit can be started from the education bench which then printed to produce the graduates who are ready to work, so the result is making them busy competing for jobs. In fact, graduates majoring in Islamic Education Management program are able to create their own jobs by entrepreneurship. Therefore, there is entrepreneurship course in the curriculum, in order that students have the stock of knowledge about entrepreneurship.

Based on the results of preliminary research, the researcher interviewed MPI department staff and MPI students regard to entrepreneurship interest (15 December 2018). The results of observation in preliminary research which conducted randomly on MPI students in academic year of 2016 showed that from 20 students there were 14 students who had been interested to be the entrepreneurs, while 6 students did not know what

they want to be in the next future. The following are the results of pre-research observation about MPI students' interest in entrepreneurship.

**Table 1. Observation Results on Students' Entrepreneurship Interest of Islamic Education Management Program**

Statements	Answers					
	Yes	%	No	%	Do not Know	%
I am interested in entrepreneurship	6	17.14	4	8.16	10	62.5
I come from an entrepreneurial family	3	8.57	14	28.57	3	18.75
I come from an entrepreneurial family	3	8.57	14	28.57	3	18.75
I have started and run a business	3	8.57	17	34.69	0	0
I have taken an entrepreneurship course	20	57.14	0	0	0	0
<b>Total</b>	<b>35</b>	<b>100</b>	<b>49</b>	<b>100</b>	<b>16</b>	<b>100</b>

Source: Pre-Research Observation Results, 2018.

Based on the table above, students' entrepreneurship interest of Islamic Education Management program at Tarbiyah and Teachers' Training Faculty of Universitas Islam Negeri Sumatera Utara still tends to low category, which caused by some factors problems such as: family environment, entrepreneurship motivation and entrepreneurship knowledge.

The importance of children's education in the family environment makes the family have an influence on children's success. The influence given by the family on children is, the way parents educate, relationships between family members, home atmosphere, family's economic situation, parents' understanding and family cultural background. Parents who do not pay attention to their children's education, for example: they are indifferent to their children's learning; do not pay attention at all to their children's interests and needs in learning; do not manage their learning time; do not provide/complete their learning tools; do not pay attention to whether their children are learning or not; even they do not want to know how their children's learning progress, their difficulties which are experienced in learning and many others, which can cause the children to not/less successful in learning (Kumoro et al., 2016).

Robbins (2008) suggests that motivation refers to the process by which a person's efforts are energized, directed and sustained towards the achievement of a goal. With entrepreneurial information that students have obtained, they can answer questions from the teacher. It shows that the students' knowledge is already high. Besides the entrepreneurial knowledge, another factor that influences the entrepreneurial interests is family environment.

The family environment is the main educational environment that is received first by a child, because family is first environment for the children to get education and guidance after birth. It is said to be main environment, because a half of children's life is in the family, so the education which is most received by children is in family too. In that family environment, children's development and children's behavior will influence too (Khairani, 2013).

From various journals, there are many factors that influence the entrepreneurial interest, such as: motivation, attitude, achievement, emotional intelligence, knowledge, character, self-efficacy, labor, skills, land, and entrepreneurial spirit. In a research by Rosmiati (2015) states that the motivation variable does not affect entrepreneurial interest, but according to Winarsih's research (2014) states that motivation has a positive effect on entrepreneurial interest; Cardinawatti (2013), Utami (2014) and Limbong (2010) also support research which states that motivation has a positive effect on entrepreneurial interest. Limbong (2010) also adds that besides motivation, another factor that influences the interest in entrepreneurship is entrepreneurship knowledge and the family environment. Entrepreneurship knowledge has a positive effect on entrepreneurship interests, but in Rosmiati's research (2015) suggests that the family environment does not affect the interests of entrepreneurship. From the differences results of previous studies, the researchers will re-investigate how the influence of family environment, entrepreneurship knowledge and entrepreneurship motivation on entrepreneurship interest. Based on the phenomenon above, it is considered to be an opportunity to develop science and knowledge, especially in the field of education in tertiary institutions. This research will provide benefits especially for educational institutions, policy making, and government. Looking at the background and theories explained, the data of this study were analyzed by using the following path model:

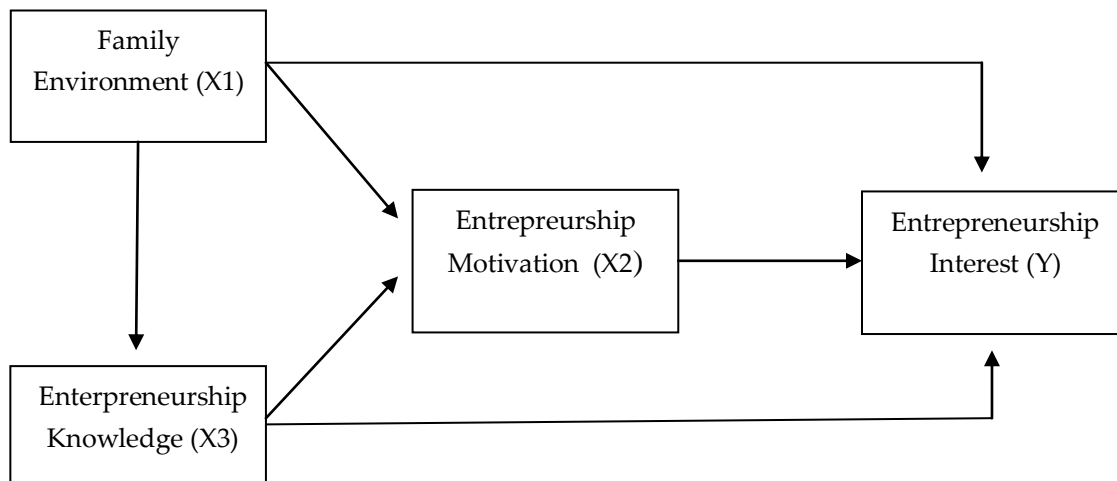


Figure 1: Conceptual Framework

## Methods

This type of research is quantitative descriptive research. This research was conducted in Islamic Education Management students at Universitas Islam Negeri Sumatera Utara with population of 131 students and 97 students are as sample chosen by using proportional random sampling. The data used in this study are primary data and secondary data. The primary data of this study are the distribution of questionnaires to students, and secondary data namely the number of Islamic Education Management students who have taken entrepreneurship courses obtained from staff of the Department of Islamic Education Management program. The technique of data collection used in this study was using questionnaires distributed directly to the respondents using a Likert scale. Before the study, validity and reliability tests were carried out on the questionnaire by using SPSS version 16.0. The validity test of this study was conducted by using product moment correlation technique, which is the score of each item correlated with total score. Based on the validity test, it is known that each indicator of the family environment variable, entrepreneurship motivation, entrepreneurship

knowledge and entrepreneurial interest are classified valid. After the validity level is determined, it is continued to the reliability test by using the Cronbach coefficient.

Normality test is carried out using Kolmogorov-Smirnov, which is aimed to see whether the data distribution is on the normal curve. Homogeneity test is done using Levene test which is aimed to see whether the data obtained comes from homogeneous samples or not. The data processing analysis technique used in this study is path analysis. Path analysis of this study consists of two sub-structures. The first sub-structure empirically examines the influence of family environment and entrepreneurship knowledge on entrepreneurship motivation. The next sub-structure empirically examines the influence of the family environment, entrepreneurship motivation and entrepreneurship knowledge on the entrepreneurship interest of Islamic Education Management students. This path analysis process uses SPSS version.16.

## Results and Discussion

As explained before, this research was conducted by distributing questionnaires to 97 respondents. Based on the results of the study, the data are obtained from respondents' answers which are then processed and tabulated that shows the frequency distribution and answers' percentage of Islamic Education Management students by using Respondents' Achievements Level (abbreviated as TCR in Indonesian language), the results are as follows:

**Table 2. Variable Frequency Distribution**

Number	Variabel	Average (Mean)	TCR (%)	Category
1	Family Environment	3,82	77,27%	Baik
2	Entrepreneurship Knowledge	0,52	25,98%	Baik
3	Entrepreneurship Motivation	3,78	75,63%	Baik
4	Entrepreneurship Interests	3,57	71,36%	Baik

*Source: Results of Primary Data Processing, 2019*

Based on the results of descriptive analysis, it can be seen that Respondents' Achievements Level (TCR) variables of family environment, entrepreneurship knowledge, entrepreneurship motivation and interests in entrepreneurship are in the good category. It shows that the respondents' answers are able to describe each indicator well. After conducting the outlier data, the normality test is performed. This normality test is conducted to see whether the distribution of data is normally distributed or not. Normality testing of this study was carried out using the Kolmogorof Smirnov statistical test, in which if the asymp value. Sig (2-tailed) > 0.05, the distribution then can be said normal. Conversely, if the asymp value. Sig (2-tailed) > 0.05, the distribution can be said abnormal. The results of calculations with the Kolmogorof Smirnov statistical test are as follows.

**Table 3. Normality Test**

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		97
Normal	Mean	.0000000
Parameters <sup>a</sup>	Std. Deviation	3.34844057
Most	Absolute	.047
Extreme	Positive	.041
Differences	Negative	-.047

Table cont...

Kolmogorov-Smirnov Z	.458
Asymp. Sig. (2-tailed)	.985

*Source: Results of Primary Data Processing, 2019*

Based on the normality test with the Kolmogorof Smirnov statistical test, the asymp value of Sig (2-tailed) was obtained about 0.985. This shows the value of Sig (2-tailed)  $\geq 0.05$ . It means that the data used in this study has a normal distribution. Homogeneity test is conducted to see whether the data obtained comes from homogeneous samples. The guideline in this homogeneity test is if value of sig  $\geq 0.05$ , means the data is spread homogeneously, and vice versa, if sig  $\leq 0.05$  means the data is spread homogeneously. Homogeneity testing in this study was carried out by using SPSS 16.00, the results of these tests can be seen in the following table :

**Table 4. Homogeneity Test**

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
x1	1.206	17	79	.280
x2	.841	17	79	.642
x3	1.543	17	79	.101

*Source: Results of Primary Data Processing, 2019*

Based on the table above it can be seen that for variable (X1) was obtained a significant value of 0.280, for (X2) was obtained a significant value of 0.642, for the variable (X3) was obtained a significant value of 0.101. All variables have significant values above 0.05, it means the data are homogeneous. Moreover, the next test is the path analysis test. The first stage of this analysis is aimed to test the family environment variables on entrepreneurship knowledge, the results are as follows :

**Table 5. Effect of Family Environment Variables (X1) and Entrepreneurship Knowledge (X2)**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.897	2.960		6.385	.000
	X1	-.290	.126	-.230	-2.306	.023

**Dependent Variable: X2**

*Source: Results of Primary Data Processing, 2019*

Based on the results of path analysis in sub-structure 1, it is known that family environment variables has significantly influence on entrepreneurship knowledge variable. This research is then continued with the second stage of the path analysis which aims to examine the influence of the family environment and entrepreneurship knowledge on entrepreneurial motivation, the results are as follows.

**Table 6. Effect of Family Environment Variables (X1) and Entrepreneurship Knowledge (X2) on Entrepreneurship Motivation (X3)**

Model		Coefficients <sup>a</sup>			T	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
<b>1</b>	(Constant)	30.667	2.540		12.072	.000
	X1	.213	.089	.241	2.386	.019
	X3	.239	.078	.309	3.055	.003

**Dependent Variable: X3**

Source: Primary Data Processing Results, 2019

Based on the results of path analysis in sub-structure 2, it is known that family environment variables and entrepreneurship knowledge has significant influence on entrepreneurial motivation variable. The third stage aims to examine the influence of the family environment, entrepreneurship knowledge and entrepreneurship motivation on entrepreneurship interest, the results are as follows.

**Table 7. Effect of Family Environment Variables (X1), Entrepreneurship Knowledge (X2) and Entrepreneurship Motivation (X3) on Entrepreneurship Interest (Y)**

Model		Coefficients <sup>a</sup>			T	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
<b>1</b>	(Constant)	80.031	16.021		4.995	.000
	X1	-.677	.281	-.228	-2.404	.018
	X2	-1.056	.422	-.237	-2.502	.014
	X3	.626	.214	.271	2.926	.004

Dependent Variable: Y

Source: Primary Data Processing Results 2019

Based on the results of path analysis in sub-structure 3, it is known that family environment variables, entrepreneurship knowledge and entrepreneurship motivation has significantly influence on entrepreneurial interest variable.

## **Discussion**

H1. The Influence of Family Environment on Students' Entrepreneurship Knowledge in Islamic Education Management. Based on the results of the path analysis that has been done, the coefficient of direct influence is obtained about 5.2%, the hypothesis test shows that the family environment has a positive and significant effect on entrepreneurial knowledge. It means that the good and bad of the family environment will determine the level of students' entrepreneurship knowledge. This study proves that the family environment is motivated by knowledge possessed by each individual, it is in line with the research conducted by Pambudi & Muda (2019) that partially the family environment has a significant effect on entrepreneurship knowledge, the results of the study found that many respondents working parents as employees, but their parents are more encouraging them to become entrepreneurs.

H2. Effect of Family Environment on Students' Entrepreneurship Motivation in Islamic Education Management. Based on the results of the path analysis that has been done, the coefficient of direct effect is obtained about 5.8%, the hypothesis test shows that the family environment has a positive and significant effect on student entrepreneurship motivation. It means that the good and bad of the family environment that is owned will determine the level of students' motivation in entrepreneurship. This study is in line with research conducted by Putu, Ardiyani & Kusuma (2016). The results of the study can be concluded that the family environment has a significant effect on entrepreneurial motivation that has direct or indirect influence. This research shows that a good family environment continues to motivate their children in entrepreneurship, so that, it can lead to children's interest in entrepreneurship.

H3. The Influence of Entrepreneurship Knowledge on Students' Entrepreneurship Motivation of Islamic Education Management program. Based on the results of the path analysis that has been done, obtained the value of the direct effect coefficient about 9.3%, the hypothesis test shows that entrepreneurial knowledge has a positive and significant effect on student entrepreneurship motivation. It means that the good or bad entrepreneurial knowledge possessed will determine the level of students' entrepreneurship motivation. The results of this study indicate that it is in line with previous research conducted by Agusmiati and Wahyudin (2018). Based on data analysis and discussion, it can be concluded that there is a positive and significant influence on education entrepreneurship towards entrepreneurial motivation.

H4. Influence of Family Environment on Students' Entrepreneurial Interest of Islamic Education Management program. Based on the results of the analysis that has been done, it is obtained the value of the direct effect coefficient about 5.1%, the hypothesis test shows that the family environment has a positive and significant effect on student entrepreneurial interest. It means that the good and bad of the family environment that is owned will determine the level of student interest in entrepreneurship. This is also in line with previous research conducted by Hidayat (2018). This study assesses the effect of entrepreneurship education and family background on entrepreneurial interest. Therefore, entrepreneurship education and family background are a serious concern in higher education because it can be one of the starting points for people in building an entrepreneurial spirit interest.

H5. The Influence of Entrepreneurship Knowledge on the Entrepreneurial Interest of Islamic Education Management Students. Based on the results of the analysis that has been done, it is obtained the value of the direct effect coefficient about 5.6%, the hypothesis test shows that entrepreneurial knowledge has a positive and significant effect on student entrepreneurial interest. This means that the good or bad entrepreneurial knowledge possessed will determine the level of student interest in entrepreneurship. This is also in line with previous research conducted by Christie et al. The results of this study indicate that entrepreneurial knowledge has a significant influence on student entrepreneurial interest, it shows that good knowledge will affect student interest in entrepreneurship.

H6. The Effect of Entrepreneurial Motivation on Students' Entrepreneurial Interest in Islamic Education Management program. Based on the results of the analysis that has been done, it is obtained the value of the direct effect coefficient about 7.3%, the hypothesis test shows that entrepreneurship motivation has a positive and significant effect on student entrepreneurial interest. It means that the good and bad motivation of entrepreneurship owned will determine the level of students' interest in entrepreneurship. This research is also in line with research conducted by Noviantoro (2017).

## Conclusion

Student entrepreneurial interest has an important role in succeeding students in the future. A person who has a good interest in entrepreneurship as well family environment, entrepreneurship knowledge and

entrepreneurship motivation will make students easier in entrepreneurship and become more successful in pursuing a career in the world working.

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