

Factors Affecting Entrepreneurial Interest Among Students in Higher Education

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Abstract—College graduates who wish to become entrepreneurial are still very low. Entrepreneurial knowledge can be obtained through experience or gained academically. This research object is a student who has taken entrepreneurship lectures at the Faculty of Economics. The sampling technique used is Cluster Random Sampling where to guarantee the samples taken on each class of the representative. Data analysis techniques use descriptive analysis using regression analysis. The results of a descriptive data analysis indicate the level of entrepreneurial intent at a moderate level, the family background that has its own business can affect the intention of entrepreneurial. Some of these samples have a tendency to just want to continue their family business. Acquired entrepreneurial education gained in medium category. The results of a regression analysis showing the family background give a direct influence on the intention to entrepreneurship. While entrepreneurship education provides a moderate impact on entrepreneurial intent.

Keywords—family background; entrepreneurship education; entrepreneurial intention

I. INTRODUCTION

Indonesia needs at least 4 million new entrepreneurs to encourage the strengthening of economic structures. For the time being an entrepreneurial ratio in Indonesia in 2018 is still around 3.1 percent of the total population of Indonesians. Thus, the Government continues to spur entrepreneurial growth including small and medium-sized industries (IKM), while increasing its productivity and competitiveness in the digital age. (Ministry of Industry, 2018) The development of socio-economic conditions, both developed and developed, based on research that has been done by some researchers to better understand the intention of entrepreneurship. Such understanding is expected to encourage entrepreneurial intent [1,2].

The high-low intention of a person to become an entrepreneur depends on his knowledge that can come from education and family background. Entrepreneurship education is an activity to install knowledge and skills in generating knowledge and skills in running the business [3]. Entrepreneurship education is the activity of installing knowledge and skills in generating knowledge and skills in running the business of the transmission of entrepreneurial knowledge and skills to the students, so that they can Taking

advantage of Business opportunities [4]. The effectiveness of entrepreneurial education will also determine the level of scientific knowledge held about management of a business management. An effective entrepreneurship education will give you an idea of how to promote your existing business opportunities. Entrepreneurship education will also increase individual knowledge to find ideas in the form of business. Thus, the level of effectiveness of entrepreneurial education will have an impact on entrepreneurial intent.

While the family plays a fundamental role in creating entrepreneurial consciousness, by applying a great influence on the desires and worthiness of entrepreneurial intentions, for the creation of entrepreneurship [5]. The family has a fundamental impact on creating a desire for Entrepreneurs. Family background will provide understanding and experience about the implementation of business activities. Families will give a picture of knowledge based on experience in the family. Someone with a family background running a business, will gain more knowledge and experience, compared to someone who does not have a family background as a businessman. The family environment Indicators as follows How to educate parents, relationships among family members [6], The atmosphere of the house, The economic condition of the family, The understanding of parents, Cultural background. A person who has a family background as a businessman is believed to have a greater intention of becoming an entrepreneur, compared to an individual who does not have a business family background.

This makes the family's strategic role in the influence, most important in the early stages of business ventures [4]. However, previous literature argues that the role of previous family background in business goes beyond the involvement of family members in the decision-making process of creating a new business or family-owned business that handles succession [6]. From the background, researchers are interested in attracting student's entrepreneurial interests influenced by entrepreneurship education and family background.

II. RESEARCH METHODS

The type of research used in this study is quantitative research. The type of analysis method used in this study is associative research. Tools used in the processing of research data using SPSS with regression analysis. The population taken in the study was the economics Faculty of the management Study Program and accounting study program at the non-governmental University of Cirebon Jati, which has taken entrepreneurship courses. The inner sampling technique used in the study was to use the Slovin formula with a tolerance rate of 10% and use a sampling technique with the proportional type of random sampling because the population is not Homogeneous. So the sample is used by 90 students. The primary data collection techniques in this research use interviews and questionnaire.

III. RESULTS

The instrument test used validity and reliability test. The results of the study with a total of 90 respondents. Based on the results of instrument reliability test, it can be seen the results of the instrument validity test in the table below:

TABLE I. VALIDITY TEST RESULTS

: Entrepreneurship Education		Family Background		Entrepreneurial Intentions	
Number	R Count	Number	R Count	Number	R Count
1	0,421	1	0,589	1	0,487
2	0,554	2	0,485	2	0,465
3	0,342	3	0,582	3	0,528
4	0,427	4	0,478	4	0,421
5	0,514	5	0,573	5	0,536
6	0,533	6	0,458	6	0,586
7	0,439				
8	0,516				
9	0,452				
10	0,531				
11	0,522				
12	0,452				
13	0,571				
14	0,472				
15	0,467				
16	0,547				

Source : data processing results, 2019

Based on table 1, it is known that all instruments in this study have the value of r count > r table. The value of r table in this study is 0,2950, so it can be concluded that all instruments in this study are valid.

The instrument reliability test results can be seen in the table below

TABLE II. RELIABILITY TEST RESULTS

Nama Variable	Cronbach's Alpha	N of Items
Entrepreneurship Education	0,824	16
Family Background	0,836	6
Entrepreneurial Intentions	0,857	6

Source : data processing results, 2019

Based on the reliability test results it is known that the value of chonbach's alpha all three variables have a chonbach's alpha value > 0.70, so it can be concluded that all instruments in this study is reliable.

The test results regarding the correlation coefficient and the coefficient of detrmination are shown in the following model summary table:

TABLE III. MODEL SUMMARY^B

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,782 ^a	,651	,543	1,83323

^a Predictors: (Constant), X2, X1
^b Dependent Variable: Y

Source : data processing results, 2019

Based on the summary model table it is known that the correlation coefficient (R) is 0.782, this can be interpreted that the degree of closeness of the relationship Entrepreneurship Education and family background on entrepreneurial intentions. is in the strong category. The coefficient of determination (Adjusted R Square) is 0.651, this means that increase entrepreneurial intentions through predictors of Entrepreneurship Education and family background 65,1%.

This study examines two hypotheses, namely the influence of Entrepreneurship Education and family background on entrepreneurial intentions. The results of the hypothesis test are shown in the following Coefficient table partial test used hypothesis test t or t test results as follows:

TABLE IV. COEFFICIENTS

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	3,691	2,685		2,343	,020
	X1	,342	,135	,431	2,932	,001
	X2	,453	,143	,322	2,856	,002

^a Dependent Variable: Y
Source : data processing results, 2019

Based on the calculation results as shown in the table above, the entrepreneurship education variable (X1) has a calculated t value of 2,932 > 1,9887 and a significant value of 0.001 <0.05 then H₀ is rejected and H_a is accepted. This means that entrepreneurship education has a positive and significant effect on entrepreneurial intentions of economic faculty students. Family Background variable (X2) has a calculated value of 2,856 > 1, 9887 and a significant value of 0.002 <0.05 then H₀ is rejected and H_a was accepted. Thus, family background partially had a positive and significant effect on entrepreneurial intentions.

For simultaneous tests using the F test or ANOVA test with the following results:

TABLE V. ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	235,913	2	122,541	29,537	.000 ^b
	Residual	322,874	87	3,879		
	Total	562,743	89			
^a Dependent Variable: Y						
^a . Predictors: (Constant), X2, X1						
Source : data processing results, 2019						

Based on the calculation above, the F count result is $29,537 > 3,10$ and the significant value is $0,000 < 0,05$. This means that the variables of entrepreneurship education and family background together (simultaneously) have a significant effect on entrepreneurial intentions.

IV. DISCUSSION

A. Effect of Entrepreneurship Education (X1) on Entrepreneurial Intentions (Y)

Based on the results of the first hypothesis testing that entrepreneurial education variables have a significant influence on entrepreneurial intent among students of the Faculty of Economics. It can be concluded that entrepreneurship education is a process of transforming attitudes and behaviors in an effort to improve the student's thinking intelligence that can be realized to discuss entrepreneurship and implementation so as to provide Effective learning for students who will become entrepreneurs. Entrepreneurship education is a teaching effort to improve the ability and individual characteristics of business activities [1]. Thus expected the Faculty of Economics can continue to improve entrepreneurship education so that it stimulates students to sustain their entrepreneurial intentions. Therefore, entrepreneurship education is more specifically incorporated into the prevailing curriculum, where entrepreneurship education is made more attractive in its delivery to bring the student entrepreneurial intention to become an entrepreneur. Success.

The results of previous studies say that there are factors affecting entrepreneurial intent, one of which is education. Entrepreneurship education [7], also, argues that the factors affecting entrepreneurial intent are the existence of entrepreneurial activity by an entrepreneur, entrepreneurial activity must have experience with of science that can be from education [8]. It can be concluded that the research results in line with previous research. For further research it is advisable to include other variables that affect entrepreneurial intent in addition to entrepreneurial education.

B. Effect of Family Background (X2) on Entrepreneurship Intentions (Y)

From the second hypothesis test results that the influence of family background variables positive and significant to the intention of student entrepreneurship. This proves the family is

a social system that has a significant impact on individual decisions to choose a career. The individual's decision to pursue a profession is often the result of a constant consultation with his family environment. Individuals who come from family entrepreneurs have greater potential to choose a career as an entrepreneur than, someone who is from a non-family entrepreneur [9].

The results of previous studies that show bring if the family business represents the role played by the individual family. Families with a family background of entrepreneurs have the knowledge of information sources, finances, human resources, technology, role models, raw materials and equipment so as to increase the intention of an entrepreneurial person [10]. Thus the results of this study in line with previous research that family background affects the intention of entrepreneurship. Further studies are expected to add variables that can affect entrepreneurial intent.

V. CONCLUSION

Based on the research results, can be concluded (1). Entrepreneurship education has a significant positive impact on entrepreneurial intent. (2) The family background has a significant positive effect on entrepreneurial intent. (3). Entrepreneurship education and family background simultaneously influence significant positive towards entrepreneurial intent of students.

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