



# Assessment of Students' Attitudes in Higher Education: The Impact of Education and the Family Environment

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**Abstract.** Entrepreneurship education is not limited to theory, but there must be an attitude formation and a mindset to be ready to become an entrepreneur. The research aims to determine the correlation between entrepreneurship education and family environment to entrepreneurial attitudes. The study design used in this research is a descriptive study. The population in this study were 174 students of the Department of Engineering and Planning Education class of 2021. The sample used in this study is Purposive sampling. The total of samples used in the study was 85 respondents. The research results processed in this study are answers to a list of statements whose alternative explanations use a Likert scale. The analytical model used in this study is a multiple regression analysis model. The study results and discussion that have been described show that the survey results indicate that entrepreneurial knowledge and family environment significantly affect entrepreneurial attitudes. Entrepreneurial knowledge fosters enterprising principles, particularly among students, and is intended to foster an entrepreneurial spirit.

**Keywords:** Entrepreneurial Ability · Technological Disruption · Perception Students · Unemployment

## 1 Introduction

The current trend has entered a new phase called the era of technological disruption. The industrial revolution 4.0 is characterized by enacting a digital economy based on the Internet of Things (IoT). The rapid emergence of new technological advancements in data science, artificial intelligence, robotics, the cloud, three-dimensional printing, and nanotech define the age. As expressed above, global changes and ongoing trend issues bring new habits and other problems. Globalization is accelerating the diffusion of technology and accelerating innovation. New jobs are replacing old ones [1, 2]. The skills and competencies required to change in each type of work, along with the increasing knowledge of production processes and services.

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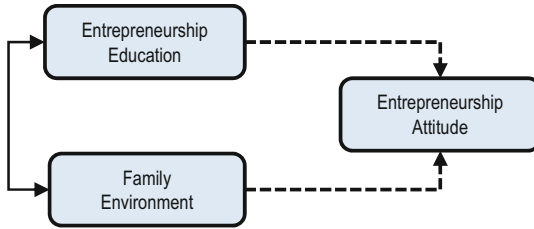
In addition to the above problems, another problem that is no less important is the problem of unemployment and employment, which is now a significant concern in every country in the world, especially in developing countries. The two problems are a unity that creates dualism problems that conflict. This dualism occurs if the government cannot correctly utilize and minimize the impact caused by the two problems. However, if the government can utilize the excess labor available, dualism problems will not occur and even positively impact accelerating development. Conversely, if the government cannot utilize it, it will create a negative impact, namely, disrupting economic growth.

Unemployment is a labor force looking for or has not yet found a job. Unemployment is also a macroeconomic problem that cannot be separated; almost every country has problems regarding unemployment, including Indonesia, where unemployment in Indonesia is still high, especially among educated people who have attended school from elementary school to university level compared to people who do not go to school.

In Indonesia, the number of entrepreneurs is still deficient. The number of creative and innovative Indonesians is minimal, and not as many as in other countries that have achieved high economic growth. The total of entrepreneurs in Indonesia is only around 1.67%. Even if a country wants to progress, the number of entrepreneurs is at least 2% of the total number of people [3]. Compared to the increase in the ready-to-work force, limited job opportunities make unemployment continue to increase. On the other hand, the entrepreneur can contribute to driving the wheels of the economy by creating jobs to reduce the number of unemployed and improve people's lives. Increasing the number of entrepreneurs can boost the country's economy, increase employment opportunities, and improve people's welfare.

An entrepreneur is a person who can change something that did not exist before into existence, and what previously existed is made in such a way as to create something different. In line with the opinion of Peter F Druker [4], Entrepreneurship is a process of creating new and making something different from existing ones, intending to achieve individual welfare and add value to society. In contrast, the entrepreneur is the person who carries out the process. Entrepreneurship education is not limited to theory, but there must be an attitude formation and a mindset to be ready to become an entrepreneur. With the existence of Entrepreneurship Education in educational institutions, especially in the school environment, it is hoped that students will be able to form their attitudes, especially entrepreneurial attitudes so that later after they graduate from a psychological perspective, they are ready for entrepreneurship [5].

Apart from entrepreneurship education, to shape students' entrepreneurial attitude, in this case, students are to be influenced by the family environment. The family environment is the immediate environment because most of the child's life is in the family, so the education many children receive is in the family. Shaping students' attitudes in a family environment can influence how parents educate them so that their attitudes are reasonable. These parents may form to trade. The entrepreneurial attitude of children can develop and get used to having an entrepreneurial attitude.



**Fig. 1.** Research Model

## 2 Method

### 2.1 Research Design

This research uses survey research. Survey research is a quantitative method in which the researcher administers a survey to a sample of the total population to describe the group's views, beliefs, habits, or distinctive traits [6]. Based on this, this study collected quantitative data using a questionnaire to obtain students' entrepreneurial attitudes influenced by entrepreneurship education and family environment (Fig. 1).

This research employs an explanatory research design. On the other hand, explanatory research seeks to explain the point of the variables analyzed and the relationship between one variable and another. Some theories will be tested for veracity in this form of research. The hypothesis outlines the link between two or more variables; to assess whether a variable is caused/ influenced by other factors.

### 2.2 Population and Sample

The population is described in quantitative research as a generalization area consisting of objects or individuals with specified features and attributes determined by the researcher to be researched, and conclusions are drawn [7–9]. The population in this study were 174 students of the Department of Engineering and Planning Education class of 2021.

The sample used in this research is purposive sampling, namely sampling techniques with a specific purpose and not based on average or random. Based on this, the number of samples used in the study was 85 respondents.

### 2.3 Data Processing Techniques

The research results processed in this study are answers to a list of statements whose alternative answers use a Likert scale. The Likert scale reflects a person's or group's attitudes, views, and perceptions of social issues. [10]. Because to measure a person's attitude, in this case, students' entrepreneurial attitude is the phenomenon. The data is measured using an ordinal scale by giving a score for each possible answer as follows: Strongly Agree (5), Agree (4), Hesitating (3), Disagree (2), and Strongly Disagree (1).

After the numbers are obtained, the data is processed concerning predetermined criteria. This is done to determine how entrepreneurship education and the family environment influence students' entrepreneurial attitudes. Before the instrument is distributed

**Table 1.** Research Instruments

<b>Variables</b>	<b>Indicators</b>
Entrepreneurship Education	• Integration of entrepreneurial values in all subjects.
	• Integrating with extracurricular activities extracurricular activities
	• Self-development
	• Integration of entrepreneurship values in teaching materials
Family Environment	• How parents educate
	• Relationships between family members
	• Home Atmosphere
	• Household Financial Situation
	• Awareness of Parents
	• Cultural Knowledge
Entrepreneurship Attitude	• Confident and Optimistic
	• Task and result-oriented
	• Dare to take risks and love challenges
	• Leadership
	• Creativity
	• Future-oriented

and tested first so that the instrument is suitable for use in research while testing the instrument with validity and reliability tests (Table 1).

The analytical model used in this study is a multiple regression analysis model. The basic principle of multiple regression modeling is no different from simple regression. Only an independent variable affects the dependent variable, so in multiple regression, it is used more than an independent variable. The more independent variables, the higher the regression ability to explain the dependent variable. Thus, the more independent variables used, the higher the coefficient of determination ( $R^2$ ).

### 3 Results and Discussion

#### 3.1 Result

##### 3.1.1 Classic Assumption Test (Data Normality)

The normality test determines whether the regression model or residuals are normally distributed. Theoretically, the non-parametric Kolmogorov-Smirnov test can determine the normality test. If the Asymp. Sig. (2-tailed) shows significance above 5%, meaning the data is normally distributed (Table 2).

The results of the normality test with Kolmogorov Smirnov show that the Asymp. Sig. (2-tailed) of 0.211 or 21% > 5% means that all data is normally distributed, so the regression model fulfills the normality assumption.

**Table 2.** One-sample Kolmogorov-Smirnov Test

	<b>Unstandardized Residual</b>
N	85
Std. Deviation	2.5858446
Kolmogorov-Smirnov Z	1.205
Asymp. Sig. (2-tailed)	0.211

**Table 3.** Multiple Linear Regression Results

<b>Model</b>	<b>Std. Coef.</b>	<b>t</b>	<b>Sig.</b>
Knowledge	0.567	2.785	0.000**
Family Environment	0.652	2.675	0.008**

\*\* p < 0.01; \* p < 0.05

### 3.1.2 Multiple Linear Regression

To analyze whether there is an effect between the independent variables (knowledge of entrepreneurship and family environment) on the dependent variable (entrepreneurial attitude) (Table 3).

Based on the Table 3, the sig. entrepreneurial knowledge ( $X_1$ ) of 0.00, and family environment ( $X_2$ ) of 0.008, so it can be concluded that the value of sig. < 0.05 means that there is a significant influence between entrepreneurial knowledge ( $X_1$ ) and family environment ( $X_2$ ) on entrepreneurial attitudes (Y).

### 3.1.3 Coefficient of Determination

The coefficient of determination test ( $R^2$ ) is used to find out how much the contribution of entrepreneurial knowledge ( $X_1$ ), family environment ( $X_2$ ), and entrepreneurial attitudes (Y) is obtained by the coefficient of determination as follows (Table 4).

This analysis obtained the value of R square or the coefficient of determination ( $R^2$ ) of 0.570 or 57%. So, it can be obtained that the magnitude of the influence of entrepreneurial knowledge ( $X_1$ ) and family environment ( $X_2$ ) on the attitude of entrepreneurship (Y) of 0.570 or 57%, while the rest ( $1 - 0.570 = 0.430$  or 43%) is influenced by other factors not examined in this study.

**Table 4.** Coefficient of Determination Result ( $R^2$ )

<b>R</b>	<b>R-Square</b>	<b>Adjusted R-Square</b>
0.784	0.570	0.514

## 3.2 Discussion

### 3.2.1 The Influence of Knowledge on Entrepreneurial Attitudes

The findings indicate that knowledge has a significant influence on entrepreneurial attitudes. Someone with a positive attitude and an interest in entrepreneurship can have entrepreneurial knowledge. Entrepreneurial knowledge cannot be obtained solely through brief information. However, it must go through a unique entrepreneurship learning system so that entrepreneurs already have competence or skills in entrepreneurship when applying to become an entrepreneur and demonstrate good outcomes in society. As we all know, entrepreneurship education in Indonesia begins in senior high school and continues through university. Students are taught about entrepreneurship in various subjects hoping to gain entrepreneurial knowledge and develop an interest in entrepreneurship due to the positive attitudes taught in schools.

This study's results align with research on entrepreneurial knowledge of entrepreneurial interest in African countries, which has positive effects [11, 12]. Research conducted in Africa and Indonesia has results that are in line: knowledge influences interest in entrepreneurship. Entrepreneurial ability is also associated with perceived behavior and interest in opening a business. So, support in the form of funds, knowledge, marketing, and ways of doing business, are all invaluable tools to stimulate entrepreneurial interest [13]. The support received by entrepreneurs can facilitate the decision-making process in start-ups and influence entrepreneurial intentions [14]. Entrepreneurial knowledge is vital because it can also create jobs and reduce unemployment.

### 3.2.2 The Influence of the Family Environment on Entrepreneurial Attitudes

The findings indicate that the family environment significantly impacts entrepreneurial attitudes. In addition to educational factors, family environment factors can influence entrepreneurial attitudes. The family environment significantly impacts the development of children's attitudes, in this case, students' attitudes. There are several ways to change children's attitudes in the family environment, including how parents educate children firmly or gently to learn, especially in this case, how parents educate and direct their children to become entrepreneurs. Students require family relationships to have a strong network that can help them advance in their careers. While developing attitudes and learning, a comfortable home environment will provide peace and tranquility to the child's soul. The family's limited financial situation can also make the child independent so that he becomes an entrepreneur, as can the parents' understanding of managing and accepting children's rights in learning and providing motivation to children.

If the student's family involves the student's role in learning entrepreneurship from a young age by training and honing entrepreneurial character, the student's interest in entrepreneurship can increase. Children who have had significant family duties since childhood and have been allowed to have a role and participate in entrepreneurial activities inside the family will be equipped with the skills, mindset, beliefs, and values required to become great entrepreneurs. Success, as well as influencing the development of individual entrepreneurial psychological characteristics from an early age [15, 16].

## 4 Conclusion

From the study results and discussion described, it can be concluded that the study's results indicate that entrepreneurial knowledge and family environment significantly affect entrepreneurial attitudes. Entrepreneurial knowledge promotes entrepreneurial ideals, particularly among students, and is believed to build a business spirit conducive to entrepreneurship. Entrepreneurs students must have an independent mindset, motivation, and understanding of entrepreneurship to recognize business opportunities and use those prospects to generate new job opportunities.

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