

The Impact of Entrepreneurship Education and Family Environment on Entrepreneurship Motivation of College Students

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Abstract

The study investigates the influence of the entrepreneurship education and family environment towards the motivation of the students of STIE YKPN Business School. The entrepreneurship motivation was the dependent variable and the independent variables were entrepreneurship education and family environment. The total population for this study was 183 people. Considering that there are students who have graduated, not all populations are taken as samples. In order to represent the study population, the Slovin formula is used to determine the number of samples. Based on the calculation of the Slovin formula, the sample in this study amounted to 126 respondents. Then, the data was analyzed using multiple regression method. The results of the study showed that entrepreneurship education and family environment proved to be significantly positive for entrepreneurial motivation. This study proves that the educational process that has been applied at YKPN Business School both theoretically and practically has successfully motivated students to become entrepreneurs. On the other hand, a family environment that contains guidance, support, and direction from a student's family also has an influence on the motivation to become an entrepreneur.

Keywords: entrepreneurship education, family environment, entrepreneurship motivation

Intisari

Penelitian ini mengkaji pengaruh pendidikan kewirausahaan dan lingkungan keluarga terhadap motivasi belajar pada siswa Sekolah Bisnis STIE YKPN. Motivasi berwirausaha sebagai variabel terikat dan variabel bebas adalah pendidikan kewirausahaan dan lingkungan keluarga. Jumlah populasi untuk penelitian ini adalah 183 orang. Mengingat masih ada siswa yang telah lulus maka tidak semua populasi diambil sebagai sampel. Untuk merepresentasikan populasi penelitian digunakan rumus Slovin untuk menentukan jumlah sampel. Berdasarkan perhitungan rumus Slovin maka sampel dalam penelitian ini berjumlah 126 responden. Kemudian data dianalisis menggunakan metode regresi berganda. Hasil penelitian menunjukkan bahwa pendidikan kewirausahaan dan lingkungan keluarga terbukti berpengaruh positif signifikan terhadap motivasi berwirausaha. Penelitian ini membuktikan bahwa proses pendidikan yang telah diterapkan di YKPN Business School baik secara teori maupun praktek telah berhasil memotivasi mahasiswa untuk menjadi wirausaha. Di sisi lain, lingkungan keluarga yang berisi bimbingan, dukungan, dan arahan dari keluarga mahasiswa juga berpengaruh terhadap motivasi berwirausaha.

Kata Kunci: pendidikan kewirausahaan, lingkungan keluarga, motivasi berwirausaha

Introduction

The number of unemployment in Indonesia is exceedingly high due to the rising level of demography which was not equalized by the growing of work field available. There are too big number of graduates who depends the future on the job providers. They are not courageous enough to apply what they have learnt in college and prefer to be the job seeker as subordinate workers.

The infusion of motivation becomes the concern of YKPN Business School too. Accordingly, the subject of entrepreneurship is offered with two essential methods. The first is lecturing of the foundation of entrepreneurship and building motivation in class. Second, the students have to do their business experiment. The business practices of STIE YKPN students are located in the business laboratory located on the 2nd and 3rd floors of the building STIE YKPN. The business laboratory is a facility provided by the campus to support student entrepreneurship activities.

In Indonesian culture, families have the important role in character building. Furthermore, parents are also a determining factor in their child's career choices. Most parents think that the job of being an employee in a company is better than being an entrepreneur. In some cases the family does not really support the desire of the student to be an entrepreneur because of the lack of skills and high risk of lost. However, students will be motivated to become entrepreneurs if they understand about the benefits of entrepreneurship, such as creating jobs for others and having a higher income than an employee.

Statement of the Problem

In this study, we will try to answer the question, "The influence of entrepreneurship education and family

environment on entrepreneurial motivation of STIE YKPN students".

Objective of the Study

The objective of the study was to identify the factors that are influencing of entrepreneurship education and family environment on entrepreneurship motivation.

Literature Review

Entrepreneurship Motivation

Entrepreneurship motivation is a self-encouragement to actualize the potential an individual has in thinking creatively and innovatively to create valuable brand-new unique product or service beneficial for others. There are two main motivation factors: 1) intrinsic factor which come out from the inner part of the individual due to some stimulus such as the need of income, self-prestige, and happiness, and 2) extrinsic factor is influenced by the external stimulus like family, society, opportunity, and education.

It is expected that students who have obtained entrepreneurship education to exhibit high motivation. Entrepreneurship education is a process of instilling, growing, and forming students' entrepreneurial competence through improving knowledge obtained from and their experience and practical engagement in lectures. Knowledge learned and skills trained and developed during a semester taking the course is expected enable boosting students' motivation and attitude from inside becoming an entrepreneur (Raposo and do Paco, 2011).

Practicality of entrepreneurship education is able to improve students' entrepreneurial competencies developed during taking the course and provide a positive impact on students' entrepreneurial motivation (Farhangmehr et al., 2016).

There are three factors that influence a person to start a new business, namely: personal factors (personality), sociological factors (relationships with family and friends), and environmental factors (Buchari, 2011). According to Buchari (2011), family relationships belong to the sociological category. The closest environment for a child is family and the second is the community and friends. Family encouragement especially from parents is very important in fostering an entrepreneurial spirit in their children.

Entrepreneurship Education

According to Hamalik (2006), education is "a combination composed of human elements, facilities, equipment and procedures that influence the achievement of education objectives". There are 3 (three) formulas that are considered more advanced (Hamalik, 2006), namely: 1) Education is an effort to organize the environment to create education conditions for students, 2) Education is an effort to prepare students to become good citizens, 3) Education is a process of helping students deal with people's daily lives.

Some researchers have conducted research to find evidence of the influence of entrepreneurial education on entrepreneurial motivation. Like research conducted by Oosterbeek, Praag and Ijsselstein (2010) which shows the results that entrepreneurial education does not affect entrepreneurial motivation. Different

research results are shown by research conducted by Yulianti (2013).

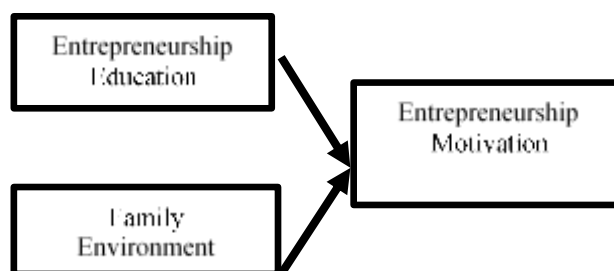
In this study showed that there are asignificant influence between the lessons of entrepreneurship and motivation to the students's entrepreneurial interest of 42.70% and 57.30% as much as the other influences that are not researched.

Family Environment

Family is the smallest group of society consisting of father, mother, children, and other members as the foundation for the development of the children as the initial basic aspect to shape the personality. Related to entrepreneurship motivation, it will be formed when the family gives positive influence to the desire to do entrepreneurship. Yusuf (2012) said that family is the first social group in humankind life where an individual learn and actualize himself as social creature in interacting with other people with his group.

Slameto (2010) added that family is the first place for a child to grow up where ideology, attitude, behavior, and motivation given by parents influences the child's development. This statement is corroborated by several previous studies which show evidence that there is influence of the family environment on entrepreneurial motivation (Shittu, 2014) and (Marhaini, Dalimunthe and Qamariah, 2014).

Figure 1. Research Model



Research Model

Based on the explanation above the following is the research model proposed in this study (Figure 1).

Hypotheses

- H₁:** There is a positive and significant impact on the entrepreneurship education towards the entrepreneurship motivation of YKPN Business School Yogyakarta.
- H₂:** There is a positive and significant impact on the family environment towards the entrepreneurship motivation of YKPN Business School Yogyakarta.
- H₃:** Simultaneously, there is a positive and significant impact on the entrepreneurship education and the family environment altogether towards the entrepreneurship motivation of YKPN Business School Yogyakarta.

Research Method

Research Period

The location of the study was conducted at STIE YKPN, Yogyakarta. The study was conducted for 5 months, starting from January to June 2018.

Sample and Data Collection Techniques

Sampling method using purposive sampling, namely the selection of a group of subjects in purposive sampling based on certain characteristics that are considered to have a close connection with the characteristics of the population that has been known in advance, in other words the unit of sample contacted is adjusted to the certain criteria applied based on research objectives (Margono, 2004). Data collection techniques using a questionnaire, is a data collection technique that researchers use in the form of a series of questionnaires to be answered by respondents.

Sampling Design and Sample Size

Entrepreneurship education is taken by students in the final year of college. While the data collection period of this research was conducted during the even semester of 2017/2018 academic year. Therefore, the actual population in this study are students who take entrepreneurship education courses during the first semester and the second semester of the 2017/2018 academic year. The following is the data of students who take entrepreneurship education in the 2017/2018 academic year (see Table 1).

Based on the data above, the total population for this study was 183 people. Considering that there are students who have graduated, not all populations are

**Table 1. Entrepreneurship Education Students
2017 – 2018 Year of Academic**

| | Amount of Students |
|--------------------------|---------------------------|
| 1 st Semester | 120 |
| 2 nd Semester | 63 |
| Total | 183 |

Source: Data Processing (2018)

taken as samples. In order to represent the study population, the Slovin formula is used to determine the number of samples (Ryan, 2013). The Slovin formula is as follows:

$$n = N / (1 + Ne^2)$$

Explanation:

- n = Number of samples
- N = Total population
- e = Error tolerance (5%)

By using the Slovin formula, the sample in this study is

$$N = 183 / (1 + 183 (0.05)^2)$$

$$N = 125.55 \text{ rounded up to } 126$$

Margono (2004) argued that population of the whole data is the main concern of a researcher in a specific time and place and it is related tightly with the data. There were 126 respondents in this study consisted of 67 male respondents (53%) and 59 female respondents (47%).

Table 2. The Questions Used In the Questionnaire

| Entrepreneurship Education | Family environment |
|--|---|
| <ol style="list-style-type: none"> 1. I understand the contents of the syllabus as a reference for learning entrepreneurship 2. The material provided is in accordance with the contents of the syllabus 3. The syllabus content covers the objectives of entrepreneurial education to be achieved 4. The learning method used is in accordance with the material to be delivered 5. The method used makes me understand the concept of entrepreneurship 6. Business practice is a fun method of learning entrepreneurship 7. The campus provides facilities and infrastructure for the practice of entrepreneurship 8. The Business Laboratory is the right place for students to learn entrepreneurship 9. I was enthusiastic when attending entrepreneurship courses | <ol style="list-style-type: none"> 1. My parents always teach to be honest 2. My parents always teach discipline 3. My parents provide support for entrepreneurship 4. My parents directed me to become an entrepreneur 5. My parents released me to entrepreneurship 6. My family educates to always work hard |
| Entrepreneurial Motivation | |
| <ol style="list-style-type: none"> 1. I am ready for entrepreneurship 2. I have started a new business after completing entrepreneurship education 3. I can be a successful person with entrepreneurship 4. Being an entrepreneur is more profitable than being an employee 5. Being an entrepreneur is my goal 6. I am driven to be an entrepreneur for a better future | |

Variable Measurement and Questionnaire

All variables are measured using a Likert Scale. According to Djaali (2008), the Likert scale is a measuring tool to measure the values, attitudes, interests, and concerns that are arranged in the form of statements or questions to provide an assessment by the respondent and the results in the form of a value range in accordance with the specified criteria (Table 2).

Data Validity and Reliability

The data in this study have been through the test of data instruments namely validation and reliability. Both tests show that there is no problem of validity and reliability. Reliability testing by looking at the total correction value of item-item, the result of all reliability values above the required r_{table} value is equal to 0,1750. To ensure the reliability of the instruments, we used the Cronbach alpha measure, and the results are following: entrepreneurship education: 0,846; family environment: 0,795, and entrepreneurship motivation: 0,892. We can conclude that all instruments meet the recommended values ($>.5$) (Widodo, 2006).

Data Analysis and Findings

Regression Analysis

The regression equation:

$$Y = 0.734 + 0.350 X_1 + 0.431 X_2$$

The meaning of the regression equation as follows

1. A constant value of 0.734 indicates a positive value. This means showing the positive influence of independent variables (entrepreneurship education and family environment) on the dependent variable (entrepreneurial motivation).
2. The regression coefficient of entrepreneurial education is 0.35 and

has a positive value. This means that if the entrepreneurship education variable increases by one unit, then the entrepreneurial motivation variable will also increase by 0.35.

3. The family environment regression coefficient value is 0.431 and has a positive value. This means that if the family environment variable increases by one unit, then the entrepreneurial motivation variable will also increase by 0.431.

Hypothesis Testing

The result of the Partial Test was that Entrepreneurship Education (EL) had t-count 3.238 bigger than t-critical with the significance $0.002 > 0.05$. The conclusion is that H_a was accepted and H_o was rejected.

While the Family Environment (FE) had t-count 4.921 bigger than t-critical with the significance $0.000 > 0.05$. The same conclusion is drawn that H_a was accepted and H_o was rejected.

For the simultaneously testing. The result was that Entrepreneurship Education (EL) and Family (F) had F-count 23.827 bigger than F-critical 3.07 with the significant level $0.000 > 0.05$. Therefore, the conclusion is that entrepreneurship education and the family environment are proven to have a simultaneous effect on entrepreneurial motivation.

Therefore, the conclusion are entrepreneurship education and family environment has positive and significant influence towards entrepreneurship motivation. The results of this study reinforce the results of previous studies conducted by Yulianti (2013) which prove that entrepreneurship education influences entrepreneurial motivation and research conducted by Shittu (2014) and Marhaini, Dalimunthe and Qamariah (2014) which prove that the family environment influences entrepreneurial motivation.

Model Summary

Adjusted R Square value was 0.268 which means that 26.8% of the change of dependent variable of entrepreneurship motivation (Y) was influenced by both independent variables and 73.2% was influenced by other variables not included in this study (Table 3).

Second, the Family Environment (FE) had t-count 4.921 bigger than t-critical with the significance $0.000 > 0.05$. The same conclusion is drawn that H_a was accepted and H_0 was rejected. Family environment positively and significantly gives impact towards the entrepreneurship motivation since the family has strong influence to shape the personality of an

Table 3. Model Summary

| Model | R | R Square | Adjusted R Square | Std Error of the Estimate |
|-------|-------|----------|-------------------|---------------------------|
| 1 | 0.528 | 0.279 | 0.268 | 0.45972 |

Source: Data Processing (2018)

Conclusion and Suggestions

Conclusion

Based on the data gained in this research, the conclusion is as follow. First, Entrepreneurship Education (EL) had t-count 3.238 bigger than t-critical with the significance $0.002 > 0.05$. The conclusion is that H_a was accepted and H_0 was rejected. Entrepreneurship education has positive and significant influence towards entrepreneurship motivation. In this study which was conducted in YKPN Business School, it was proven that the students are motivated to be an entrepreneur because of the material given during the lecture. The up to date theory were delivered by adjusting the recent business world in accordance with the business experiment.

The business experiment was done by the students of YKPN Business School starting from planning until evaluating the business. In conclusion, the entrepreneurship education enables to influence the motivation of the students of YKPN Business School to do entrepreneurship. This could be a good example for other colleges to apply what YKPN Business School has applied.

individual. The guidance and encouragement provided by the family give effect to be an entrepreneur in the future. Since honesty, discipline, and hard-work are fundamental in undergoing a business.

Third, the simultaneously testing had F-count 23.827 bigger than F-critical 3.07 with the significant level $0.000 > 0.05$. Simultaneously, entrepreneurship education and family altogether influence the entrepreneurship motivation positively and significantly. It could happen whenever the education process is like what has been applied in YKPN Business School supported by the family who give guidance and encouragement.

Limitation

However, it is some limitations should be addressed. First, the reliability of the answer given by the respondents in answering the questionnaire. Second, this study only involved students from one institution. The findings then the level of generalizability may not be very high.

Recommendations

Therefore future research could cover more data from more students of various educational institutions. It is also suggested that, first, the improvement of the teaching education process as well as the material is needed to be improved from time to time due to the tight competition in the future. Second, support and encouragement from family is inevitably needed to teach and give guidance to be an entrepreneur. Therefore, family has to realize this matter and needs to give more attention towards this matter to keep the motivation high. Third, the government needs to have more concern about the matter of entrepreneurship education to create young entrepreneurs.

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