

The Effect of Entrepreneurship Education and Family Environment on the Entrepreneurial Interest of Tenth Grade Students of SMK Swasta Eria Medan in the Academic Year of 2017/2018

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Abstract: This research aimed to find out (1) how big the impact of entrepreneurship education is on the entrepreneurial interest of students (2) how big the influence of family environment is on the entrepreneurial interest of students (3) how big the impact of entrepreneurship education and family environment is on the entrepreneurial interest of the tenth grade students of SMK Swasta Eria Medan in the academic year of 2017/2018. The variable used in this research is entrepreneurship education and family environment as independent variables and entrepreneurial interest as the dependent variable. This research is a research on population with 75 tenth grade accounting students of Sekolah Menengah Kejuruan Swasta Eria Medan as the respondents. The techniques of collecting data used are observation, interview and questionnaire. Validity and reliability test were conducted to test the validity and the reliability of the variables of entrepreneurship education, family environment and the entrepreneurial interest. The result of this research indicated that (1) entrepreneurship education had significant effect on the entrepreneurial interest which is shown by the $t_{value} > t_{table}$, which is $9.487 > 1.666$ with significance level value of 5% (2) family environment had significant effect on the entrepreneurial interest, which is shown by the $t_{value} > t_{table}$, which is $4.391 > 1.666$ with significance level value of 5% (3) entrepreneurship education and family environment had significant effect on the entrepreneurial interest, which is shown by the $t_{value} > t_{table}$, which is $7.218 > 2,736$ with significance level value of 5% and R^2 0.788 or 78.8%.

1 INTRODUCTION

Unemployment is regarded as one of economy problems Indonesia is facing at this moment. Unemployment is a result of the number of labor forces that is not proportional to the number of jobs. One of the solutions taken to overcome unemployment is by creating entrepreneurship. The government's effort to create entrepreneurship is through education. Education must be able to play an active role in preparing educated humans and Vocational High Schools (SMK) is one of the levels of education that is expected to be able to overcome unemployment.

To direct students to have the desired mindset, the mindset of the children must be focused on the independent efforts rather than expecting work from others. It is better to create a job than expecting job

from someone else. To form an entrepreneurial human being and able to do entrepreneurship in vocational students, then what must be embedded first is the interest in entrepreneurship itself.

Noore (in Suryana, 2006: 63) suggests that factors that influence entrepreneurial interest are seen from internal factors, namely tolerance, risk taking, personal value, entrepreneurship education, entrepreneurial experience, age, and commitment. While the external factors are family, friends of parents and social networks.

The provision of entrepreneurial knowledge through entrepreneurship education to vocational students is very necessary. The higher the entrepreneurial knowledge of the vocational students, the more their insights will be opened about entrepreneurship. Ideally, schools can help shape students' interests in entrepreneurship.

Entrepreneurship education is one of the factors that triggers interest in entrepreneurship. A person who has obtained training, seminars, entrepreneurship courses will be interested in entrepreneurship.

In addition to the provision of the entrepreneurial education, another factor that has effect on the interest in entrepreneurship is the family environment. Family support can be used as encouragement and motivation to grow interest in entrepreneurship. The family can also encourage students by giving a real picture about advantages to have business of their own. The family environment is the primary education environment that is first received by a child as from the family children first get education and guidance since their birth.

According to Kasmir (2011: 6), encouragement in the form of a strong motivation to advance from the family is also the initial capital to become an entrepreneur. The profession background of the parents is one of the factors that plays a role in children's interest in entrepreneurship where the work of parents is entrepreneurial. Therefore, their children are expected to continue the parent's business or to create their own business.

Based on the description above, the purpose of this study is to find out whether there is an influence of entrepreneurship education and family environment on entrepreneurial interest in entrepreneurship of the tenth grade accounting students of SMK Swasta Eria Medan in the academic year of 2017/2018.

2 THEORETICAL STUDY

Entrepreneurship Education Theory

According to Asmani (2011: 120), entrepreneurship education is a weapon that destroys unemployment and poverty, and becomes a ladder towards the dream of every society to be financially independent, has the ability to build individual prosperity, while at the same time entrepreneurship contributes to developing the welfare of society.

Therefore, entrepreneurship education can be defined as an effort by educational institutions to instill knowledge, values, spirit and entrepreneurial attitudes towards students and students to equip themselves to be independent, creative and innovative human beings.

Entrepreneurship education teaches entrepreneurial values that will shape character and behavior for entrepreneurship so students can be independent. Entrepreneurship education is also able to equip students with various entrepreneurial competencies which will bring great benefits to their lives.

Family Environment Theory

Djali (2012: 99) stated that the Family Environment is the first place where life begins and is very influential on student success.

The importance of education for students in the family environment has effect on the success of the students.

Entrepreneurial Interest Theory

According to Kurniawati (2015: 75), Interest in entrepreneurship can be seen as an intention to create a new organization or business or as a risk-taking behavior to start a new business.

Entrepreneurial interest is the desire, interest and willingness to work hard or to be strong-willed to be self-reliant or to fulfill their needs without feeling afraid of the risks that will be experienced, as well as the strong will to learn from failure.

3 METHODOLOGY

Population is a generalization area consisting of objects / subjects that have certain qualities and characteristics set by the researcher to be studied and then drawn conclusions. If the subject is less than 100 people then the sample should be taken entirely from the population. Therefore, in this case the researcher chose the sampling technique by means of total sampling, namely sampling the entire population of 74 students.

The method used for collecting data are observation, interview and questionnaire. The testing of the research instrument was done before the questionnaires were given to the respondents. The testing of the instruments was conducted with validity and reliability test. Validity test results obtained that $r_{value} > r_{table}$ therefore, the variable X1 is said to be valid 23 items, variable X2 is said to be valid 21 items, and variable Y is said to be valid 21 items while the results of reliability are cronbach alpha values greater than 80%, then, instruments is said to be reliable. If the data are said to be valid and reliable, then the next stage is data analysis.

4 ANALYSIS

Research data analysis in this study was conducted with classical assumption and multiple regression analysis. Two kinds of classic assumption tests used in this study are: Normality Test, and Homogeneity Test. In this study, there were two independent variables with one dependent variable, namely

entrepreneurship education (X1), family environment (X2), which affects the interest in entrepreneurship (Y).

The relationship of these three variables is a straight line (linear) so that this study used multiple regression. Multiple linear regression analysis in this study was used to determine the effect of independent variables and dependent variable.

5 RESULTS

To find out the effect of entrepreneurship education, and the family environment on entrepreneurial interest, it can be seen from the results of multiple regression analysis. In the analysis, there are several classical assumptions that must be met, namely normal distribution, and homogeneous data. In the P-plot graph, the data spreads around the diagonal line and follows the direction of the histogram line to the normal distribution pattern, so the dependent variable Y (Entrepreneurial Interest) meets the assumption of normality. The homogeneity test is seen from the dependent variable Y, the mean value > 0.05 is 0.452 > 0.05, so it can be said that the variance of each sample is the same (homogeneous).

Table 1: Entrepreneurial Interest

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
	(Constant)	9.127	9.905				10.921
Entrepreneurship Education	.630	.066	.663	9.487	.000	.497	.762
Family Environment	.521	.119	.307	4.391	.000	.285	.758

a. Dependent Variable: Entrepreneurial Interest

Table 2: Family Environment

Model	ANOVA ^a				
	Sum of Squares	df	Mean Square	F	Sig.
Regression	374.069	2	198.534	7.218	.000 ^b
Residual	2522.336	71	40.033		
Total	3023.405	73			

a. Dependent Variable: Entrepreneurial Interest

b. Predictors: (Constant), Family Environment, Entrepreneurship Education

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.888 ^a	.788	.782	10.936	.788	132.218	2	71	.000

a. Predictors: (Constant), Family Environment, Entrepreneurship Education

The analysis used in this study is linear regression with three predictors, which are entrepreneurship education (X1), family environment (X2), and entrepreneurial interest (Y). This regression model

can be used to determine the effect of entrepreneurial education, and family environment on entrepreneurial interest simultaneously and partially.

Based on the results of the table coefficients, multiple regression equation was obtained as follows:

$$Y = 9,127 + 0,630X1 + 0,521 X2$$

The regression equation means:

Constant = 9,127

This value was taken from the unstandardized coefficients in the table of coefficients. If the independent variables (entrepreneurship education, family environment) are considered equal to zero, then the average interest in entrepreneurship is 9,127.

Coefficient X1 = 0.630

If the entrepreneurship education variable increases by one point while the family environment variable is constant. Then, it will result an increase in the entrepreneurial interest by 0.630

Coefficient X2 = 0.521

If the variable learning achievement has increased by one point while the variable work practices of the industry and family environment are considered to be correct, it will cause an increase in entrepreneurial interest by 0.521.

Based on the ANOVA table above, it can be seen that the significance value of the F test was 0.000 < 0.05 so it can be concluded that there was an influence of entrepreneurship education and family environment together on students' entrepreneurial interests.

Based on the table of coefficients above it can be seen that the significance value of the three variables was < 0.05, so it can be concluded that there was an influence of entrepreneurship education on entrepreneurial interest, and family environment on entrepreneurial interest.

To see the magnitude of the influence of the independent variables on the dependent variable as a whole can be seen in the following summary model table:

Based on the summary model table, the adjusted R2 value of 0.788 (78.8%) means that the independent variables of entrepreneurship education and family environment together influence the dependent variable of entrepreneurial interest in the tenth grade accounting students of SMK Swasta Eria Medan at 78.8%. While the remaining 100% - 78.8% = 21.2% is explained by other variables outside this research.

The magnitude of the contribution of industrial work practice variables to students' entrepreneurial interest was equal to $(0.630)^2 \times 100\% = 39.69\%$, and the magnitude of the environmental contribution to student entrepreneurship is equal to $(0.521)^2 \times 100\% = 27.15\%$.

Entrepreneurship education of the students can foster the entrepreneurial interest of the students because during approximately 3 consecutive years in the entrepreneurship education, students were taught directly in the Business World or World Industry, they were taught about the intact and real knowledge of how to create something new and different. This is in accordance with what was stated by Prawirokusumo (in Surayana, 2006: 11) that Entrepreneurship contains a complete and real field of knowledge, that is, there are complete scientific theories, concepts and methods. Entrepreneurship is a scientific discipline that has its own object, namely the ability to create something new and different, Entrepreneurship is a tool to create equity of business and income, or fair and prosperous people's welfare.

The amount of influence of students' entrepreneurship education showed that there was a sense of accounting interest from students of SMK Eria Medan to become an entrepreneur. If this condition is driven by an entrepreneurial teacher to provide motivation, it can develop the entrepreneurial interest for the students. The influence of the family environment on students' interest in learning was quite small, due to lack of encouragement from parents towards their children's interests, so that interest cannot develop. Parents should give encouragement / motivation to their children to develop their desired talents and interests, with a better encouragement from parents, a child will have more confidence to become an entrepreneur. From these results, schools, teachers, students and parents are recommended to give motivation to their children that after graduation they do not have to be an employee, but they can be an entrepreneur.

If everyone thinks of being an entrepreneur, Indonesia's unemployment rate can be reduced as the presence of young entrepreneurs can employ the labor forces. Regarding this, the school in this case has a role which teachers of entrepreneurship subjects always need to provide motivation and also provide entrepreneurial material using some approaches, such as approaches by describing the success of some entrepreneurs and those who have not been successful. The reason is to make the students who take entrepreneurship subject

interested and can grow interest in student entrepreneurship. This is in line with what Kasmir said (2011: 6) that Encouragement in the form of a strong motivation to advance from the family is also the initial capital to become an entrepreneur.

6 CONCLUSIONS

Based on the results of this study it can be concluded that there was a significant effect of entrepreneurship education and family environment on the entrepreneurial interests of students partially and simultaneously. From this research, it can be suggested that: to make channel the children's interests properly, teachers of entrepreneurship subject and parents should provide motivation to children to become an entrepreneur, and family environment conditions should also be considered as it can influence children to become entrepreneurs.

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