

# The Effect Of Entrepreneurship Education And Family Environment On Interests Entrepreneurship In Student Of The Faculty Of Economics, University Of Ngurah Rai In Denpasar

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## Abstract

*This study aims to determine the effect of entrepreneurship education and family environment partially and simultaneously on the interest in entrepreneur in student of the Faculty of Economics, University of Ngurah Rai in Denpasar. The number of samples is determined by the Probability Sampling technique using the Simple Random Sampling method of 75 students in the sixth semester of the Faculty of Economics, University of Ngurah Rai in Denpasar. Analyzed by classical assumption, multiple linear regression analys, determination analys, simultaneous significant test (F-test) and partial significant test (T-test). The results showed that there was a positive and significant influence partially or simultaneously between entrepreneur education and the family environment towards the interest in entrepreneurship in students of the Faculty of Economics, University of Ngurah Rai in Denpasar.*

*Keyword : Entrepreneur Education, Family Environment, and Interest in Intrepreneurship.*

## I. INTRODUCTION

One of the challenges in developing a country is dealing with the problem of unemployment. Unemployment is a serious problem in Indonesia, which is still difficult to overcome because the high population is not offset by increased employment. It was noted that unemployment in February 2018 reached 6.87 million people, one of whom consisted of those with Diploma / Academic education and undergraduate graduates (BPS, 2018). Undergraduate unemployment rates are feared to continue to increase if educational institutions do not have the ability to direct students and alumni to create jobs after graduating later. In today's modern era, entrepreneurship contributes important role to the life of the country, one of which is in the employment sector.

Universities have an important role to play in encouraging and increasing the number of entrepreneurs in Indonesia. College graduates must be prepared to become job creators rather

than job seekers. Each college certainly has an entrepreneurship education course in its curriculum with the hope that students can develop an interest in entrepreneurship, so that after graduating from graduate school the mindset to look for work changes to create jobs and help the country become a better country in reducing unemployment. To support this, there needs to be support from universities in order to create student graduates who are creative, imaginative, and risky, because the existence of students is not only required to become an academic, but students are also required to become entrepreneurs (Nurhayat, 2015).

Ngurah Rai University is one of the oldest private universities in Bali consisting of 4 (four) faculties and 6 (six) study programs, namely the Faculty of Engineering (Civil Engineering and Architectural Engineering), Faculty of Economics (Management Science Study Program), Faculty Law (Law Science Study Program), Faculty of Social and Political Sciences or FISIPOL (State Administration Study Program) and Master of Public Administration (MAP) and Master of Law (MIH). Ngurah Rai University is also one of the universities that has a role in preparing graduates who are able to create their own jobs. The Management Study Program of the Faculty of Economics, Ngurah Rai University has included entrepreneurship courses in its curriculum.

According Asmani (2017: 35), said that entrepreneurship education is any activity designed to help students learn entrepreneurship obtained through theories and practices such as new knowledge and attitudes about creativity and innovation in understanding opportunities, organizing resources, managing so opportunities it became a business that was able to generate profits. Entrepreneurship education is not only aimed at changing the mindset or attitude of students to meet the criteria of entrepreneurship, but also aims to improve certain skills and expertise so that they can support someone in entrepreneurship.

According to Alma (2014: 8), said that the family environment is an environment that can influence someone to become an entrepreneur can be seen in terms of the factors of work of parents. Parents or families in the family environment are the basis for children's preparation so that in the future they can become effective workers.

The phenomenon of the low interest in entrepreneurship has become a serious thought from various part, government, education, industry, and society. According Asmani (2017: 55), said that the interest in entrepreneurship is the desire in self to meet the needs of life, advance business or create a new business with the power that is in yourself.

The existence of attention and encountered problems, it is very feasible in this study to be investigated further The Effect of Entrepreneurship Education and Family Environment on Interest Entrepreneurship in Students of the Faculty of Economics, University of Ngurah Rai in Denpasar.

This study aims to determine: the influence of entrepreneurial education partially on the interest in entrepreneurship in students of the Faculty of Economics, University of Ngurah Rai in Denpasar, the influence of the family environment partially on the interest in entrepreneurship in students of the Faculty of Economics, University of Ngurah Rai in Denpasar, the simultaneous influence of entrepreneurship education and family environment towards the interest entrepreneurship in students of the Faculty of Economics, University of Ngurah Rai in Denpasar.

## **II. METODE**

The design of this study is included in quantitative research. Quantitative is data that is presented or obtained related to numbers that are processed through statistical analysis (Wahidmurni, 2017: 4). The type of problem used in this study is causal associative research. The type of associative problem is research that asks the relationship between two variables or more (Sugiyono, 2015: 36). The types of data used are primary data and secondary data. Data collection techniques used were observation, interviews, questionnaires, documentation and literature.

The population in this study is the number of sixth semester students of the Management Study Program of the Faculty of Economics, Ngurah Rai University class of 2016 with a total of 285 people. The sampling technique in this study uses the Probability Sampling technique using the Simple Random Sampling method and to determine the sample size can use the Slovin formula to produce a sample of 75 people. On the research questionnaire, each answer has the following scores: STS (Strongly Disagree) = 1, TS (Disagree) = 2, N (Neutral) = 3, S (Agree) = 4, SS (Strongly Agree) = 5. The classic assumption test used in the study consisted of autocorrelation test, multicollinearity test, heteroscedasticity test, and normality test.

### III. RESULT AND DISCUSSION

#### RESULT

##### Validity Test of Instruments

Validity test is done to measure the validity or validity of a questionnaire. To find out the level of instrument validity can be seen by comparing the value of r-count and r-table in the product moment correlation coefficient. According to Suharsimi (2014: 213), said that if the correlation coefficient > r-table then the statement item is valid, if the correlation coefficient < r-table, then the statement item is declared invalid. Based on the results of data analysis above, it shows that all the instruments of the correlation coefficient are above 0.3. This shows that the instrument used to collect data in the form of questionnaire results is valid.

##### Instrument Reliability Test

Testing Reliability or reliability of the instrument is done to determine the extent to which a measurement can provide results that are not different if a re-measurement is made of the same subject. Reliability Test is a way to see whether the gauge is consistent or not. The method used in research to measure the scale of a range such as the Likert scale is Cronbach's Alpha. According to Sujarweni (2015: 110), said that if the value of Cronbach's Alpha is greater than 0.60 then the results obtained can be said to be reliable.

Table 2  
Reliability Test Results

Variabel	Number of Instruments	Cronbach's Alpha	Standard Results	Reliability
Entrepreneurship Education (X1)	15	0,817	0,60	Reliable
Family Environment (X2)	12	0,919	0,60	Reliable
Interest in Entrepreneurship (X3)	26	0,934	0,60	Reliable

Source: Primary data processed from SPSS Version 24 for Windows, 2019.

Based on the results of the above data analysis, the calculation of each variable of the Cronbach's Alpha value is greater than 0.60.

##### Classic Assumption Test

##### Autocorrelation Test

The autocorrelation test results can be seen in Table 3.

Table 3  
Autocorrelation Test Result

DW	DL	DU	4-DL	4-DU
1,888	1,5709	1,6802	2,4291	2,3198

Source: Primary data processed from SPSS Version 24 For Windows, 2019.

Based on Table 3, it can be seen that the DW value is 1.888; DL value is 1.5709; 4-DL value is 2.4291; 4-DU value which is 2.3198. Then  $DU < DW < 4-DU$  is  $1.6802 < 1.888 < 2.3198$ . So that this research does not occur autocorrelation.

### Multicollinearity Test

The results of the multicollinearity test can be seen in Table 4.

Table 4  
Multicollinearity Test Result

Free variable	Tolerance	Nilai VIF	Information
Entrepreneurship Education	0,775	1,291	There is no multicollinearity
Family Environment	0,775	1,291	There is no multicollinearity

Source: Primary data processed from SPSS Version 24 For Windows, 2019.

Based on Table 2 it can be seen that all variables have Tolerance Value  $> 0.10$  namely Entrepreneurship Education 0.775 and Family Environment 0.775. In addition, all variables have a value of VIF (Variance Inflation Factor)  $< 10$ , namely Entrepreneurship Education variable 1.291 and Family Environment 1,291. So that this study did not occur multicollinearity.

### Heteroscedasticity Test

The results of heteroscedasticity test can be seen in Table 5.

Table 5  
Heteroscedasticity Test Result

Free Variable	Sig	Information
Entrepreneurship Education	0,848	There is no heteroscedasticity
Family Environment	0,569	There is no heteroscedasticity

Source: Primary data processed from SPSS Version 24 For Windows, 2019.

Based on Table 3 it can be seen that the sig value of each variable  $> 0.05$  (5%) is Entrepreneurship Education 0.848 and Family Environment 0.569. So that this study does not occur heteroscedasticity.

### Normality Test

The results of the normality test can be seen in Table 6.

Table 6  
Normality Test Result

Free Variable	Value	Information
Entrepreneurship Education	0,141	Normal distribution
Family Environment	0,141	Normal distribution

Source: Primary data processed from SPSS Version 24 For Windows, 2019.

Based on Table 4, it can be seen that the Komologorov-Smirnov value test statistic of each variable > 0.05, namely Entrepreneurship Education 0.141 and Family Environment 0.141. So that this research residual value is normally distributed.

### Hypothesis testing

#### Analysis of Multiple Linear Regression

The results of multiple linear regression analysis can be seen in Table 7.

Table 7  
Recapitulation of Result Multiple Linier Regression Analysis

Variable	B	t-count	Sig
Constant	21,137	2,032	0,046
Entrepreneurship Education	0,683	3,545	0,001
Family Environment	0,91	5,764	,000

Source: Primary data processed from SPSS Version 24 For Windows, 2019.

Based on Table 5, the multiple linear regression equation is obtained :

$$Y = 21,137 + 0,683 X_1 + 0,910 X_2$$

provide information that :

$a = 21,137$  meaning that if entrepreneurship education and the family environment are 0, then the interest in entrepreneurship is fixed with a constant (a), then multiple linear equations are equal to the constant 21,137.  $b_1 = 0,683$  it means that for every increase in entrepreneurship education by 1, the interest in entrepreneurship will also increase by 0.683 assuming other independent variables are fixed.  $b_2 = 0.910$  means that every increase in the family environment is 1, then the interest in entrepreneurship will also increase by 0.910 assuming other independent variables are fixed. Then it can be explained the pattern of the influence of independent variables namely Entrepreneurship Education and Family Environment on the dependent variable, namely the interest in Entrepreneurship is positive.

### Determination Analysis

The results of the analysis of determination can be seen in Table 8.

Table 8  
Recapitulation of Determination Analysis Result

Model	R	Square	Adjusted R Square	Std. Error of the Estimate
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1	,734	0,539	0,526	6,534
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Source: Primary data processed from SPSS Version 24 For Windows, 2019.

Based on Table 6 the coefficient of determination (R Square) is 0.539. The contribution of Entrepreneurship Education and Family Environment to Entrepreneurship Interest is 53.9% while the remaining 46.1% is determined by other variables outside of Entrepreneurship Education and Family Environment which were not discussed in this study.

#### Partial Significance Test (t-test)

The results of the T test (t-test) are seen in Table 9.

Table 9  
T Test Results (t-test)

Model	t	Sig
Entrepreneurship Education	3,545	0,000
Family Environment	5,764	0,000

Source: Primary data processed from SPSS Version 24 For Windows, 2019.

Based on Table 7 obtained  $t_1$ -count = 3,545 with a sig value of 0,000 < 0,05 means entrepreneurship education has a positive and partially significant effect on interest in entrepreneurship ( $H_1$  accepted).  $t_2$ -count = 5.764 with a sig value of 0,000 < 0.05 means that the family environment has a positive and partially significant effect on the interest in entrepreneurship ( $H_2$  accepted).

#### Simultaneous Significance Test (f-test)

The results of the F test (t-test) are seen in Table 10.

Table 10  
F Test Results (f-test)

Model	f	Sig
Regression	42,077	0,000
Residual		
Total		

Source: Primary data processed from SPSS Version 24 For Windows, 2019.

Based on Table 8 obtained f-count = 42,077 with a sig value of 0,000 < 0,05, it means that entrepreneurship education and family environment have a positive and significant effect simultaneously on interest in entrepreneurship ( $H_3$  accepted).

## DISCUSSION

### The Influence of Entrepreneurship Education on Entrepreneurial Interest in Students of the Faculty of Economics, University of Ngurah Rai in Denpasar

Partially the results of the study support the first hypothesis that Entrepreneurship Education variables have a positive and significant effect on Entrepreneurship Interest in the Students of the Faculty of Economics, University of Ngurah Rai in Denpasar. This is indicated by the regression equation  $Y = 21.137 + 0.683 (1) + 0.942 (0)$  and is positive. The t-count value is 3,545 > from the t-table value of 1,993 with a significant value of 0,000 which indicates that Entrepreneurship Education has a positive and significant influence on the Interest in Entrepreneurship in Students of the Faculty of Economics, University of Ngurah Rai in Denpasar, so that the first hypothesis is accept. The results of this study are consistent with the results of research conducted by Syaifudin

(2016), that Entrepreneurship Education has a positive and significant influence on the interest in entrepreneurship. The results of the study are also in line with the results of Susilowati's (2017) research showing that entrepreneurship education has a positive and significant influence on the interest in entrepreneurship.

#### **The Influence of the Family Environment on Entrepreneurial Interest in Students of the Faculty of Economics, University of Ngurah Rai in Denpasar**

Partially the results of the study support the second hypothesis that the Family Environment variable has a positive and significant effect on Entrepreneurship Interest in the Students of the Faculty of Economics, University of Ngurah Rai in Denpasar. This is indicated by the regression equation  $Y = 21.137 + 0.683 (0) + 0.942 (1)$  and is positive. The t-count value is  $5.764 >$  from the t-table value of 1.993 with a significant value of 0.000 which indicates that the Family Environment has a positive and significant influence on Entrepreneurial Interest in the Students of the Faculty of Economics, University of Ngurah Rai in Denpasar, so that the second hypothesis can be accept.

The results of this study are consistent with the results of research conducted by Syaifudin (2016), that the Family Environment has a positive and significant influence on the interest in entrepreneurship. The results of the study are also in line with the results of Susilowati's (2017) study showing that the Family Environment has a positive and significant influence on the interest in entrepreneurship.

#### **The Influence of Entrepreneurship Education and the Family Environment on Entrepreneurial Interest in the Students of the Faculty of Economics, University of Ngurah Rai in Denpasar**

Simultaneously the results of the study support the third hypothesis that the Entrepreneurship Education and Family Environment variables have a positive effect on Entrepreneurship Interest in the Ngurah Rai University Faculty of Economics Students in Denpasar. This is indicated by the regression equation  $Y = 25.075 + 0.715 X_1 + 0.942 X_2$  and is positive. The calculated f value is  $42.077 >$  from the f-table value 1.477 with a significant value of 0.000 which indicates that the Entrepreneurship Education and Family Environment variables have a positive and significant influence on Entrepreneurship Interest in the Ngurah Rai University Economics Faculty Students in Denpasar, so that the third hypothesis is accept. The results of this study are consistent with the results of research conducted by Susilowati (2017) showing that entrepreneurship education and the family environment have a positive and significant influence on the interest in entrepreneurship.

#### **IV. CONCLUSION**

Based on data analysis and discussion, the conclusions of the research results at the Faculty of Economics, University of Ngurah Rai in Denpasar are as follows :

There is a positive and significant effect of Entrepreneurship Education partially on Entrepreneurship Interests in the Students of the Faculty of Economics, University of Ngurah Rai in Denpasar. There is a positive and significant influence from the Family Environment partially on the Interest of Entrepreneurship in Students of the Faculty of Economics, University of Ngurah Rai in Denpasar. There is positive and significant effect of Entrepreneurship Education and Family Environment simultaneously on Entrepreneurship Interest in the Students of the Faculty of Economics, University of Ngurah Rai in Denpasar.

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