

THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION AND FAMILY ENVIRONMENT ON ENTREPRENEURIAL INTENTION OF STUDENTS OF SMKN 3 JAKARTA

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Submitted 15 Oktober 2024	Accepted 21 Oktober 2024	Published 22 Oktober 2024

ABSTRACT

This study aims to determine the influence between entrepreneurial knowledge and family environment on entrepreneurial interest in students of SMKN 3 Jakarta. The research method that researchers use is the survey method. The sampling technique in this study used proportional sampling technique. The population used was students from office management and business services majors as well as online business and marketing majors totaling 177 students with a sample size of 115 respondents. Data collection was carried out through a questionnaire with a Likert scale operated with the SPSS version 21.0 program. The analysis method in this study is descriptive statistical test, validity test, reliability test, normality test, linearity test, multiple regression test, hypothesis testing (t test and f test) and determination coefficient test. The results of this study indicate that entrepreneurial knowledge and family environment there is a positive and significant influence on entrepreneurial interest.

Keyword: *Entrepreneurship education; family environment; entrepreneurial Interest*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh antara pengetahuan kewirausahaan dan lingkungan keluarga terhadap minat berwirausaha pada siswa SMKN 3 Jakarta. Metode penelitian yang peneliti gunakan adalah metode survei. Teknik pengambilan sampel pada penelitian ini menggunakan teknik proportional sampling. Populasi yang digunakan adalah siswa dari jurusan manajemen perkantoran dan layanan bisnis dan juga jurusan bisnis daring dan pemasaran sebanyak 177 siswa dengan jumlah sampel 115 responden. Pengumpulan data dilakukan melalui kuesioner dengan skala likert yang dioperasikan dengan program SPSS versi 21.0. Metode analisis pada penelitian ini adalah uji statistik deskriptif, uji validitas, uji reliabilitas, uji normalitas, uji linearitas, uji regresi berganda, uji hipotesis (uji t dan uji f) dan uji koefisien determinasi. Hasil penelitian ini menunjukkan bahwa pengetahuan kewirausahaan dan lingkungan keluarga terdapat pengaruh positif dan signifikan terhadap minat berwirausaha

Kata kunci: *Pengetahuan kewirausahaan, lingkungan keluarga, minat berwirausaha*

INTRODUCTION

Indonesia is currently the 4th most populous country in the world with a population of 278.8 million. Based on data from the Central Statistics Agency (BPS), this population increased by 1.1% compared to 2022 with a total population of 275.7 million people. Indonesia's high population growth certainly affects several aspects of Indonesian life. The unemployment rate in Indonesia based on the National Labor Force Survey Data (Sakernas) in August 2023 amounted to 7.86 million out of the total 147.71 labor force in Indonesia today. The Open Unemployment Rate as of August 2023 is 5.32%, which is lower than the previous year's percentage of 5.86% in August 2022. SMK graduates are still the biggest contributor to unemployment in Indonesia with a percentage of 9.42% in 2022. Although this figure is much lower than in 2021 where the unemployment produced by SMK graduates was 11.13% due to the unemployment rate. SMK graduates amounted to 11.13% due to Covid-19 which greatly impacted the labor force that year. Reported by CNBC Indonesia, the unemployment rate in

Indonesia continues to decline every year but this has not been able to recover the pre-Covid-19 figure where Indonesia's unemployment was 5.32% as of August 2019.

Indonesia, with its large population and growing economic dynamics, needs a skilled and innovative workforce. One of the efforts to achieve this is through vocational education that can create young entrepreneurs. However, data shows that the number of entrepreneurs in Indonesia, especially among Vocational High School (SMK) graduates, is still relatively low. This raises the question of why many SMK graduates who should be ready to enter the workforce or start their own businesses are unemployed. This study aims to examine the effect of entrepreneurial knowledge and family environment on entrepreneurial interest of students of SMKN 3 Jakarta. Entrepreneurial knowledge is an important factor in shaping entrepreneurial interest among students. The Ministry of Education and Culture of the Republic of Indonesia has tried to increase entrepreneurial knowledge through various programs and curricula. However, an article in the Journal of Education revealed that the entrepreneurial knowledge of vocational students is still relatively low, which has an impact on the minimal number of graduates who enter the business world (W. M. Wijaya & Patonah, 2019).

Data from the Central Statistics Agency (BPS) (2022) and the Ministry of Cooperatives and SMEs (2021) show that the level of entrepreneurship in Indonesia is still low, especially among vocational school graduates. Lack of entrepreneurial knowledge and skills as well as lack of access to capital and business networks are some of the main reasons. SMK graduates who become entrepreneurs are still below 10%, indicating a gap between the goals of vocational education and the expected outcomes. In addition to the low rate of self-employment, the unemployment rate among SMK graduates is also high. Reports from BPS and the Ministry of Education and Culture state that one of the main causes is the mismatch between the skills taught at school and industry needs. Lack of practical experience and connections with the world of work is also an inhibiting factor. Research on the Implementation of Vocational Education Policy in Junior Class (SMP). As an effort to overcome unemployment, it shows that students' lack of motivation and interest in entrepreneurship contributes to this high unemployment rate (Andhika et al., 2022).

Other studies also suggest that family socio-economic factors, such as parents' education and employment status, influence students' interest in entrepreneurship. Families with an entrepreneurial background tend to instill entrepreneurial values in their children, thus increasing their interest in following in the family footsteps (Hidayatulloh & Ashoumi, 2022). The low rate of entrepreneurship among SMK graduates indicates the need to improve entrepreneurship education. The high unemployment factor also points to the importance of curriculum relevance and practical support in entrepreneurship education. A supportive family environment can strengthen students' interest and motivation for entrepreneurship.

LITERATURE REVIEW

Entrepreneurial Intention

According to Kharani (2014) interest is a person's awareness of an object, person, problem or situation that has a connection with him. Interest is a psychological aspect of a person to pay high attention to certain activities and encourage those concerned to carry out these activities. According to Kotler (2009), the AIDA Theory (Attention, Interest, Desire, and Action) is a message that must get attention, become interested, become interested, and take action. This theory conveys the quality of a good message. In the AIDA model, Desire or interest comes after attention and interest. In the AIDA model, interest is the Desire or Intention Stage, which is the stage of making an offer that a person cannot refuse, where desire and desire for something arise. In the AIDA model, the process begins with the stage of paying attention (Attention) to something then if he is impressed he will step into the interest stage (Interest) to find out more about his specialty, which if the intensity of interest is strong continues to the

stage of desire (Desire) something that is in accordance with his needs. needs. If the desire and interest are so strong, the individual will make a decision (Action). . Pekrun (2019) suggests that a statement can indicate a person's interest, it can also be seen through participation in an activity. Individuals who have an interest in something will give more interest to it.

Entrepreneurship Education

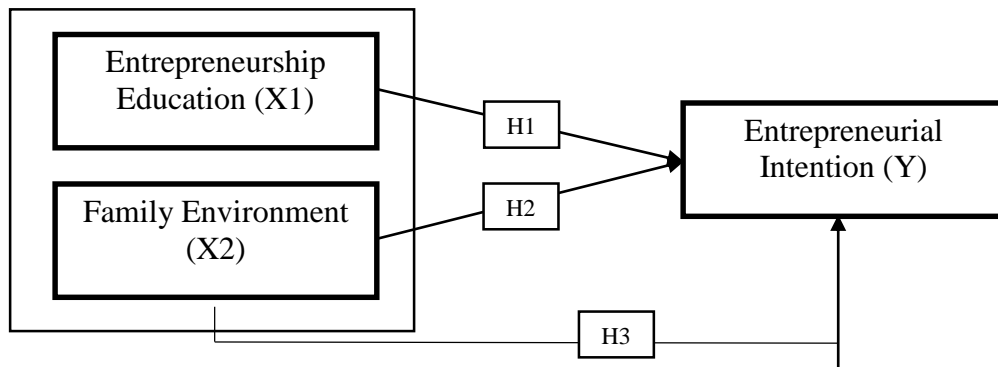
According to Wijaya (2017: 21), entrepreneurs are individuals who make creative and innovative efforts by developing ideas and combining resources to find opportunities and improve the quality of life. This opinion emphasizes the importance of creativity and innovation in the entrepreneurial process, as well as the ability to see and take advantage of existing opportunities. Diandra & Azmy (2020) state that entrepreneurship is about identifying opportunities, innovating, and setting up a business. This definition emphasizes three key elements in entrepreneurship: opportunity identification, innovation, and establishing a new business. Based on the above understanding, it can be concluded that entrepreneurial knowledge is a process of applying values that shape a person's character or behavior that can foster creativity and innovation in an effort to solve problems and find opportunities to drive the economy. This process involves identifying opportunities, applying creative solutions, and forming new businesses that contribute to economic change and development. As such, entrepreneurship focuses not only on individual gain but also on the broader positive impact on society and the economy.

Family Environment

According to the Big Indonesian Dictionary, a family is defined as a mother, father, and their children living together in one house. This definition describes the family as a basic unit in society consisting of parents and their children living together under one roof. The family is the first and main educational institution in society because it is in the family that children are born and develop into adults. The form, content, and methods of education in the family will always affect the growth and development of the character, character, and personality of each individual. Therefore, the family is the first and most important social group in a child's life, where they learn, grow, and develop. This education in the family serves as a solid foundation for the child's future life (Cardella et al., 2020). In the family environment, values, habits and training are sown and developed. This is where children are first exposed to social norms, ethics and morality that will guide their behavior. This learning process covers various aspects of life, from how to interact with others to how to face challenges and make decisions. The role of parents and other family members is crucial in providing good examples and guidance, which will form the basis of the child's personality. Furthermore, families also provide a safe and supportive emotional environment, which allows children to feel loved and valued. This is very important for their mental and emotional development. When children feel safe and supported, they tend to be more confident and able to better explore the world around them (Whitehead et al., 2018). Thus, the family is not only a place to fulfill basic needs such as food and shelter, but also a place where important values and norms are instilled. The role of the family in children's education is crucial as what children learn and experience at home will shape their character and personality which will be influential throughout their lives.

Hypothesis

The Subject of this research are Entrepreneurial Intention. Entrepreneurship Education, and Family Environment in SMKN 3 Jakarta.



Then the hypothesis in this study, as follows:

H1 :There is a positive and significant influence between entrepreneurial knowledge on entrepreneurial interest of students of SMKN 3 Jakarta.

H2 : There is a positive and significant influence between the family environment on entrepreneurial interest of students of SMKN 3 Jakarta.

H3 : There is a positive and significant influence between Entrepreneurial Knowledge and Family Environment on Entrepreneurial Interest of Students of SMKN 3 Jakarta.

METHOD

The method used by researchers in this study is quantitative research methods. The type of research used in this study is a survey using a questionnaire as a tool in data collection. Survey research is a type of quantitative research used to collect data that occurs in the past or present, about beliefs, opinions, characteristics, behavior, relationships of sociological and psychological variables from samples of certain population groups, data collection techniques using questionnaires that are not in-depth, and research results in general can usually be generalized. With this research strategy will aim to collect primary data by explaining between the independent or free variable (X), namely the Effect of Entrepreneurship Knowledge and Family Environment, as well as the dependent or bound variable (Y) on Entrepreneurial Interest of SMKN 3 Jakarta Students.

RESULTS AND DISCUSSION

Analysis Data Descriptive

The data describes the distribution of research information involving three variables: Entrepreneurship Knowledge (X1) and Family Environment (X2) as independent variables and Entrepreneurial Interest (Y) as the dependent variable. The researcher provides a description of the respondents as follows:

Tabel 1. Respondents' Description

Major	Frequency	Presentation
X MPLB	46	40%
XI MPLB	23	20%
X BDP	23	20%
XI BDP	23	20%
Total	115	100%

Based on Table 1 above the results of the respondent analysis show that the Office Management and Business Services (MPLB) major for class X has the largest number of respondents, namely 46 students (40% of the total 115 respondents). The MPLB major for class

XI and the Online Business and Marketing (BDP) major for class X and XI were each represented by 23 students (20%). Thus, all respondents represented the various majors equally, reflecting 100% contribution of the research sample.

Tabel 2. Descriptive Statistics

	N	Range	Min	Max	Mean	Std. Deviation	Variance
Pengetahuan Kewirausahaan	115	35	30	65	48.31	7.868	61.901
Lingkungan Keluarga	115	41	19	60	46.55	7.702	59.320
Minat Berwirausaha	115	45	45	90	69.03	9.767	95.402
Valid N (listwise)	115						

The table shows the statistical analysis of the Entrepreneurial Knowledge variable (X1) of 115 respondents with a value range of 35, average 48.31, variance 61.901 and standard deviation 61.901. Family Environment (X2) of 115 respondents with a value range of 41, an average of 46.55, and a variance of 59.320 and a standard deviation of 59.320 and Entrepreneurial Interest (Y) respectively measured on 115 respondents using 18 statements with a value range of 45, an average of 69.03, and a standard deviation of 95.402.

Normality Test

Tabel 3. Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Minat Berwirausaha	.058	115	.200*	.984	115	.177

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The Kolmogorov-Smirnov normality test on IBM SPSS version 21 shows a normal distribution with a significance of 0.200, and the Shapiro-Wilk normality test on IBM SPSS version 21 shows a normal distribution with a significance of 0.177, which is valid for further analysis.

Linearity Test

Tabel 4. Linearity Test Results

		Sum of Squares	df	Mean Square	F	Sig.
Minat Berwirausaha * Pengetahuan Kewirausahaan	(Combined)	7805.140	31	251.779	6.805	.000
	Between Groups	6047.672	1	6047.672	163.465	.000
	Deviation from Linearity	1757.467	30	58.582	1.583	.053
	Within Groups	3070.721	83	36.997		
	Total	10875.861	114			

Based on the table above, the table data shows a linear correlation between entrepreneurial knowledge and entrepreneurial interest, with a significance value of $0.53 > 0.05$ and F count $1.583 < F$ table 1.60 which indicates a linear relationship between the two variables.

Tabel 5. Linearity Test Results

		Sum of Squares	df	Mean Square	F	Sig.
Minat Berwirausaha * Lingkungan Keluarga	(Combined)	7590.991	29	261.758	6.773	.000
	Between Groups					
	Linearity	6107.793	1	6107.793	158.047	.000
	Deviation from Linearity	1483.198	28	52.971	1.371	.137
	Within Groups	3284.870	85	38.646		
Total	10875.861	114				

Based on the table above, the table data shows a linear correlation between family environment and entrepreneurial interest, with a significance value of $0.137 > 0.05$ and F count $1.371 < F$ table 1.61 which indicates a linear relationship between the two variables.

Multiple Regression Test

Tabel 6. Multiple Regression Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	16.662	3.609		4.617	.000
1 Lingkungan Keluarga	.566	.098	.446	5.779	.000
Pengetahuan Kewirausahaan	.539	.096	.434	5.621	.000

a. Dependent Variable: Minat Berwirausaha

Based on the output above, the multiple linear regression equation in this study is obtained as follows:

$$\hat{Y} = a + b_1X_1 + b_2X_2$$

$$Y = 16.662 + (0.566X_1) + (0.539X_2)$$

The student Y value will remain at 16.662 in the multiple linear regression equation as long as the X1 and X2 values do not change. This is because there is a constant with that value. Therefore, the dependent variable will remain constant as long as the independent variables do not change. If students of SMKN 3 Jakarta do not have entrepreneurial knowledge and a supportive family environment they may not be interested in entrepreneurship. However, things may change.

The values show that every 1 point increase in entrepreneurial knowledge (X1) has a significant positive impact on students' work readiness with a regression coefficient of 0.566. Family environment (X2) also has a significant positive impact with a regression coefficient of 0.539.

Test (Partial)Table 7. T Test Results
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	16.662	3.609		4.617	.000
1 Lingkungan Keluarga	.566	.098	.446	5.779	.000
Pengetahuan Kewirausahaan	.539	.096	.434	5.621	.000

a. Dependent Variable: Minat Berwirausaha

The data shows the mastery of Entrepreneurial Knowledge (X1) of 5.621 and Family Environment (X2) of 5.779. Both tcount values are higher than the t table 1.982, so H0 is rejected. Entrepreneurial interest of students of SMKN 3 Jakarta is influenced by both factors.

F Test (Simultaneous)Table 8. F Test Results
ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	7156,785	2	3578,392	107,763	.000 ^b
Residual	3719,076	112	33,206		
Total	10875,861	114			

a. Dependent Variable: Minat Berwirausaha

b. Predictors: (Constant), Pengetahuan Kewirausahaan, Lingkungan Keluarga

The table shows the Fcount value of 107.763 and a significance of 0.000. Ftable (2; 112) = 3.08, so Fcount > Ftable and significance < 0.05, indicating a significant relationship between entrepreneurial knowledge and family environment.

Coefficient of Determination Test (R²)Table 9. Determination Coefficient Test Results
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.813 ^a	.660	.654	5.743

a. Predictors: (Constant), Total_X1, Total_X2

b. Dependent Variable: Total_Y

The coefficient of determination R Square 0.660 shows the significant influence of Entrepreneurship Knowledge (X1) and Family Environment (X2) on Entrepreneurial Interest (Y).

Discussion

There is a positive and significant direct influence between Entrepreneurial Knowledge on Entrepreneurial Interest.

The descriptive analysis results show that out of 115 respondents, the entrepreneurial knowledge variable has a value range of 35, with an average of 48.31 and a standard deviation of 7.868. The validity test for entrepreneurial knowledge (variable X1) shows all 13 indicators are valid, with total values ranging from 0.342 to 0.755. The highest indicator is X1.3 (0.755), indicating a strong influence in measuring entrepreneurial knowledge.

ANOVA analysis to test the linearity between entrepreneurial knowledge (X1) and entrepreneurial interest (Y) showed a significant relationship, with an Fcount value of 163.465 and a significance of 0.000. This confirms that students' entrepreneurial knowledge contributes directly to their interest in entrepreneurship.

In the multiple regression analysis, the regression coefficient for entrepreneurial knowledge is 0.566, meaning a one-point increase in entrepreneurial knowledge will increase students' entrepreneurial interest by 0.566 points. The T-test shows that each unit increase in entrepreneurial knowledge increases entrepreneurial interest by 0.539, with a significance value of 0.000. These results emphasize the importance of entrepreneurship education in building entrepreneurial interest among students.

There is a positive and significant direct influence between the Family Environment on Entrepreneurial Interest.

Table 4.2 shows the results of descriptive statistics for the three main variables: entrepreneurial knowledge, family environment, and entrepreneurial interest from 115 respondents. Family environment has a range of 41, with a mean of 46.55 and a standard deviation of 7.702. The validity test for the family environment variable (X2) shows all 12 indicators are valid, with the highest Total_Y value on indicator X2.7 (0.633) and the lowest on X2.11 (0.346).

The linearity test between entrepreneurial interest and family environment shows a significant relationship, with an F value of 158.047 and a significance of 0.000. The deviation from linearity was not significant (F 1.371, Sig. 0.137), indicating the influence of family environment can be explained by a linear model. These findings support the development of entrepreneurship education programs that involve family support.

The regression analysis shows that family environment (X2) has a coefficient of 0.566, meaning a one-unit increase in family environment increases entrepreneurial interest by 0.566. The significance value of 0.000 confirms that family support is very important in shaping students' entrepreneurial interest.

There is a positive and significant direct influence between Entrepreneurial Knowledge and Family Environment on Entrepreneurial Interest.

Table 4.2 shows the descriptive statistics for the three variables: entrepreneurial knowledge, family environment, and entrepreneurial interest, with 115 respondents. Entrepreneurial interest has a range of 45, a mean of 69.03, and a standard deviation of 9.767, indicating high variation.

Table 4.3 presents the validity test for entrepreneurial interest, with 18 items that are all valid as the rcount value is greater than Rtable 0.334. The rcount values range from 0.383 to 0.690, indicating an effective instrument in measuring the dimensions of entrepreneurial interest.

The reliability test results (Table 4.6) show that the Cronbach's Alpha coefficient for variable Y is 0.861, and for X1 and X2 are 0.914 and 0.908 respectively, indicating excellent reliability. The normality test of the data showed normal distribution, with Kolmogorov-Smirnov ($p = 0.200$) and Shapiro-Wilk ($p = 0.177$) results supporting further statistical analysis.

Table 4.10 shows the multicollinearity test with Tolerance above 0.1 and VIF below 10, confirming there is no multicollinearity problem. Entrepreneurial knowledge and family environment show a significant influence on entrepreneurial interest, with t values of 5.621 and 5.779 (Sig. 0.000). The results of the F test (ANOVA Table) show an F value of 107.763 (Sig. 0.000), which indicates a significant effect of the two independent variables on entrepreneurial interest. The R^2 of 0.660 indicates that 66% of the variation in entrepreneurial interest is explained by the two variables, while the Adjusted R^2 of 0.654 indicates a good model.

Overall, these results indicate the importance of entrepreneurial knowledge and family environment support in increasing entrepreneurial interest of vocational students, as well as the need for further exploration of other factors that may contribute.

CONCLUSION AND RECOMMENDATION

Conclusion

This study shows that entrepreneurial knowledge has a significant influence on entrepreneurial interest, where the higher the knowledge, the greater the individual's interest in engaging in entrepreneurial activities. In addition, a supportive family environment also contributes significantly to increasing entrepreneurial interest. The t-test results show that these two variables, both entrepreneurial knowledge and family environment, simultaneously exert a meaningful influence on entrepreneurial interest. This finding underscores the importance of both factors in promoting entrepreneurial interest among individuals.

Recommendation

Based on the results and limitations of this study, several recommendations are proposed. For SMKN 3 Jakarta, this study is expected to be a reference in evaluating teaching and learning activities and improving entrepreneurship programs to attract students' interest in starting a business. For future researchers, it is recommended to use a larger and more diverse sample, so that the research results can be more relevant for various student backgrounds. In addition, adding other variables such as mental readiness or entrepreneurial motivation is also recommended to provide a more comprehensive insight into the factors that influence entrepreneurial interest.

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