

## **ENTREPRENEURSHIP EDUCATION AND FAMILY SUPPORT: THE DETERMINANTS THAT APPEAR ENTREPRENEURSHIP INTEREST FOR STUDENTS**

**<sup>1</sup>Muhammad Sukron Djazilan, <sup>2</sup>Didit Darmawan**

**<sup>1</sup>Nahdlatul Ulama University, Surabaya, <sup>2</sup>Universitas Nahdlatul Ulama Surabaya**

correspondence: dr.diditdarmawan@gmail.com

**Abstract** - *interest in entrepreneurship. Awareness in growing interest in entrepreneurship must be accompanied by a strong determination, in order to get a strong interest in entrepreneurship. Efforts to create a new business in order to gain success for a more prosperous life in the future begins with an interest and interest in entrepreneurship. The concept of entrepreneurship leads to the creation of new jobs. Entrepreneurship education is needed for students so that this interest arises before they become undergraduates. Likewise, family support should be a supporter to lead to the desire to be independent in business. This study is to observe the role of education about entrepreneurship and support from the family environment on the growth and development of interest in entrepreneurship from student groups. The study was conducted by making 100 students as respondents. The findings of the study indicate that entrepreneurship education and family support partially and simultaneously really shape interest in entrepreneurship. The variable that plays a dominant role is entrepreneurship education.*

**Keywords:** entrepreneurship education, family support, entrepreneurship interest, unemployment, students.

## **INTRODUCTION**

The high unemployment rate is a fundamental problem in the new workforce that is added is much greater than the increase in job opportunities. Developing countries like Indonesia face the same problem. The high unemployment rate in this country is increasingly worrying. Every year, graduates from basic education to tertiary education level graduate a generation that is ready to work. This has resulted in not all of the certified graduates being accommodated by the available jobs. With the challenge that the economic level achieved will not be optimal with a large population but inadequate new job opportunities. This is also hampered by the current state of the Covid-19 pandemic.

Unemployment is the difference between the labor force and the actual use of labor. While the open unemployment rate itself is defined as the percentage of the number of unemployed to the total workforce (Darmawan & Hariani, 2020). This problem must be handled effectively. Efforts that can be made in order to create new job opportunities that can accommodate the workforce are the willingness and ability in entrepreneurship. As a first step, an individual must cultivate an interest in entrepreneurship (Mardikaningsih et al., 2021). Indonesia itself still has a relatively small number of entrepreneurs. This is also a challenge for the community and the government to develop and increase the intentions of Indonesian youth to become entrepreneurs.

The government is aggressively designing the entrepreneurial movement. The Director of Higher Education of the Ministry of Education and Culture launched the Student Entrepreneurial Program (PMW) which is organized and developed by public and private universities. This program aims to equip students with knowledge, skills and attitudes based on science and technology and entrepreneurship so that job seekers can change their principles to become job creators. This program is also expected to change the unemployment rate for college graduates. Various efforts have also been made to change the principles of youth, especially among students who have only been interested in looking for work (Job seekers) rather than being creators of new jobs (Job creators). College graduates prefer to find work rather than create jobs (Darmawan, 2017).

One of the theories that can explain entrepreneurial intentions is the Theory of Entrepreneurial Event developed by Shapero & Sokol (1982). In his theory of intention, he adapts the theory of Reasoned Action from Fishbein & Ajzen (1975) and then applies it specifically in the world of entrepreneurship. Based on the Theory of Entrepreneurial Event, Shapero & Sokol explained that entrepreneurial intention is influenced by three dimensions, namely perceived desirability, perceived feasibility, and propensity to act. Behavioral tendencies are observed by these interests (Ajzen, 1991).

To become a young entrepreneur requires a strong desire and knowledge in establishing the desired new business and having a positive view of entrepreneurship activities (Darmawan, 2016; Mardikaningsih & Putra, 2021). The problem of unemployment in Indonesia can also be overcome by developing entrepreneurial skills in college graduates (Mardikaningsih & Arifin, 2021). This is because entrepreneurship has been shown to have a significant impact on employment, innovation, and the entire economy of a region or nation (Hisrich, 2011). Entrepreneurship is one type of training that is very useful for students to develop an entrepreneurial spirit, where entrepreneurship

education must be given to students from all levels and study programs. There is an interest in implementing entrepreneurship education in universities. The implementation of entrepreneurship education is provided in the form of entrepreneurship subjects and is linked and integrated with character education and creative economy education. Entrepreneurship education is not just a theory, but also practical activities. The purpose of implementing entrepreneurship education is to prepare undergraduates so that in addition to having expertise according to their competencies, they can also be a provision for students to manage businesses independently (Linan et al., 2011). The content of entrepreneurship education taught is focused on entrepreneurial behavior as an empirical phenomenon that occurs in the student environment. Competency standards in entrepreneurship courses include actualizing entrepreneurial attitudes and behavior, applying leadership skills, planning small businesses (micro), and managing small businesses (micro). In accordance with the competency standards for entrepreneurship courses, it is known that the end result of implementing entrepreneurship education is to prepare students to be able to manage businesses independently or become entrepreneurs.

Interest in entrepreneurship cannot just arise without the factors that influence it. One of the factors thought to influence student entrepreneurship interest is the family social support factor (Issalillah & Kurniawan, 2021). A child's first interactions are with those closest to him, including his parents, siblings and other family members. According to Boz & Ergeneli (2014), family has a significant impact on children's beliefs, hopes and future planning. Families play an important role in inspiring and supporting one another in their family environment. Entrepreneurship is formed through families and it is clear that entrepreneurship grows and develops significantly among those who live in business and family environments (Krueger et al., 2000). The attitude of family members can influence the actions in decisions that will be taken by children, especially in choosing the career to be chosen.

Family social support factor is an important factor in developing student interest in entrepreneurship. Family social support is support that provides positive reinforcement to informal social networks in an integrated strategy or form (Alfonso, 2012). Support is a form of social interaction in which there is a relationship of mutual giving and receiving assistance so that it can give attention. Through an entrepreneurial mindset family is formed, interest in entrepreneurship grows and develops well in someone who lives and grows in an entrepreneurial family environment. Because in the family environment they are given support in doing something. In fact, some family conditions have not been conducive to the formation of student interest in entrepreneurship.

Family plays an important role for those who can dream of a path to entrepreneurship. Business support can be provided through behavioral support such as opportunities, beliefs, ideas, or critical support through investments, business products or equipment, and business facilities. A productive family environment is more attractive and encourages a person's intention to become an entrepreneur (Wood & Bandura, 1989). Barriers to entrepreneurship can also arise even when family members do not support the individual and prohibit or disapprove of the individual's intentions. Without the support of family, a person cannot get the help he needs through the existence of a family.

Based on this description, it is necessary to know the role of entrepreneurship education and family support regarding raising interest in entrepreneurship for students.

## RESEARCH METHODS

This quantitative ex-post facto study will examine events that have occurred based on information in the form of numbers processed using statistical analysis. The study was aimed at groups of students from several universities in the city of Surabaya. The time of data collection was carried out in May 2021 using Google Forms because it was still during the Covid-19 pandemic. The subjects of this study were 100 students from three universities, namely Nahdlatul Ulama University Surabaya, Muhammadiyah University Surabaya, and Sunan Giri University Surabaya. Respondents were obtained by purposive sampling.

There are two independent variables. Indicators for entrepreneurship education variables are independent, innovative, leadership, realistic, and communicative. The indicators for the family support variable are the way parents educate, relationships in the family, support from parents, and parents' work background. The dependent variable is the interest in entrepreneurship with indicators of perceived desirability, perceived feasibility, and propensity to act.

Measurement of variables using a Likert scale with gradations from positive to negative with 5 scales. The measurement scale is to provide an assessment weight for the variables of entrepreneurship education, family support and interest in entrepreneurship. The analysis tool is multiple linear regression.

## RESULTS AND DISCUSSIONS

The research findings state that entrepreneurship education will shape interest in entrepreneurship. This finding is in accordance with the study of Dean (2004); Ramayah & Harun (2005); Bhandari (2006); Izedonmi & Okafor (2010); Ahmed et al. (2010); Oosterbeek et al. (2010); Byabashaija & Katono (2011); Tung (2011); Pao et al. (2015);

Darmawan (2019). Education can help develop and direct human potential to achieve life goals. Entrepreneurship education is a forum for students' character building to prepare themselves to become entrepreneurs.

Another finding in this study states that family support will shape entrepreneurial interest. This finding is in agreement with the study of Bird & Jelinek (1988); Begley & Tan (2001); Aldrich & Cliff (2003); Zellweger et al. (2011); Altinay et al. (2012); Greene et al. (2013); Powell & Eddleston (2013); Abebe et al. (2014); Bhandari (2016). The method of entrepreneurship education in the family itself is a way or step to internalize entrepreneurial values in the family. Most of the child's life is passed in the family so that the most education received by children is in the family. The experience gained by children through education in the family will affect the development of children in the process of further education and life in the future. This is caused by several factors, namely the limited knowledge of parents, no capital, and the mindset in the family that being a graduate or employee is safer than being an entrepreneur (Carr & Sequeira, 2007). The phenomenon that occurs in students is related to family social support, there are still many students who do not receive support from their families. In addition, many students after graduating from college they just want to be an employee. and only a few who want to be entrepreneurs (Peterman & Kennedy, 2003). Some of them are even reluctant to imagine with business challenges (Khayru, 2021). Moreover, new businesses often face the threat of failure (Retnowati & Mardikaningsih, 2021) and obligations with taxes (Sinambela & Putra, 2021). As students, they feel that there are many challenges and demands that must be faced and must be carried out, causing students to become lazy and have no curiosity about entrepreneurship (Retnowati & Putra, 2021). In their teens, most students are often faced with inconsistencies in their determination (Issalillah & Khayru, 2021). Business success will not be achieved if it is still run by a person with a weak mentality (Sinambela et al., 2021).

Interest affects a person's learning process and outcomes because if someone learns something with great interest, it is hoped that the results will be better. In addition, someone's interest can be expressed through statements that show someone is more interested in an object. In this case about the concept of entrepreneurship. By having social support from the family and the existence of entrepreneurship education, it is very likely that students can have a strong entrepreneurial interest, which is expected to provide enthusiasm for entrepreneurship.

## CONCLUSIONS

The study found that entrepreneurship education and family support have a role to form interest in entrepreneurship for students. This is a finding that all forms of education from universities and those from families as the smallest social environment for students can contribute to the birth of new entrepreneurs. The greater the family support, the greater the opportunity to make students as independent entrepreneurs. Universities as printers of empowered human beings with a focus on knowledge and skills have the opportunity to succeed in facing the world of work and creating new entrepreneurs.

From these findings, it is suggested that universities should focus on efforts to print and shape students as qualified workforce and independent entrepreneurs with entrepreneurial concepts. The vision of the university must embed these values so that it can be translated in the form of implementing a curriculum based on quality human excellence. Families also play a role in shaping the desire for entrepreneurship and they should support this effort.

Students need family social support in the form of information and advice from parents, because the family environment, especially parents, has an important role in motivating children to be involved in entrepreneurship even though the parents are entrepreneurs or not. Family social support can be seen from the extent to which parents play a role in their children's lives. For parents of students, it is hoped that they can help prepare students' needs to support their interest in entrepreneurship by providing assistance in the form of services, information, attention and materials so that they have a passion for entrepreneurship.

Efforts that can be made in reducing the unemployment rate are by changing the mindset of people who wish to find work to open or create their own jobs by starting their own small businesses, thereby helping to reduce unemployment in Indonesia. Ways that can be done with entrepreneurship. Everyone will not depend on employment if someone has their own business, so entrepreneurship has an important role for society. Where the available job vacancies are increasingly narrow because of the large amount of competition that occurs between job seekers. In Indonesia, unemployment is a problem for economic sustainability. However, the community can help overcome this by entrepreneurship activities, streamline the process of production, distribution, and consumption for the state and increase people's income, so entrepreneurship skills are needed.

For further studies, it is recommended to increase the determinant variables that determine the formation of interest in entrepreneurship, especially in students. There are still many factors that are thought to shape it and this needs to be observed further.

## REFERENCES

Abebe, M. A., Gangadharan, A., & Sutanonpaiboon, J. (2014). Perceived social support and social status as drivers of entrepreneurial career intentions between Caucasian and Mexican-American young adults. *Journal of Entrepreneurship Education*, 17(1), 63-81.

Ahmed, Ishfaq et. al. (2010). Determinants of Students' Entrepreneurial Career Intentions: Evidence from Business Graduates, *European Journal of Social Sciences*, 15(2), 14-22

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50, 179–211.

Aldrich, H. E., & Cliff, J. E. (2003). The pervasive effects of family on entrepreneurship: Toward a family embeddedness perspective. *Journal of Business Venturing*, 18(5), 573-596.

Alfonso, Carmen, G., & Cuevas, Joaquin, G. (2012). Entrepreneurial intention models as applied to Latin America. *Journal of Organizational Change Management*, 25, 721–735.

Altinay, L., Madanoglu, M., Daniele, R., & Lashley, C. (2012). The influence of family tradition and psychological traits on entrepreneurial intention. *International Journal of Hospitality Management*, 489–499

Begley, T. M., & Tan, Wee-Liang. (2001). The Socio-Cultural Environment for Entrepreneurship: A Comparison Between East Asian and Anglo-Saxon Countries. *Journal of International Business Studies*, 32(3), 537-553.

Bhandari, N. C. (2006). Intention for Entrepreneurship among Students in India. *The Journal of Entrepreneurship*, 15(2), Sage Publication, 169-179.

Bhandari, N. C. (2016). Relationship between students' family reasons and their intention for entrepreneurship. *Journal of Entrepreneurship Education*, 19(1), 68-90

Bird, B. & Jelinek, M. (1988). The Operation of Entrepreneurial Intentions, *Entrepreneurship: Theory and Practice*, 13(2), 21-29.

Boz, A., & Ergeneli, A. (2014). Women Entrepreneurs' Personality Characteristics and Parents' Parenting Style Profile in Turkey. *Procedia - Social and Behavioral Sciences*, 109, 92-97.

Byabashaija, Warren & Isaac Katono. (2011). The Impact of College Entrepreneurial Education on Entrepreneurial Attitudes and Intention to Start a Business in Uganda, *Journal of Developmental Entrepreneurship*, 16(1), 127-144.

Carr J. C., & Sequeira J. M. (2007). Prior family business exposure as intergenerational influence and entrepreneurial intent: a theory of planned behavior approach. *Journal of Business Research*, 60(10), 1090–1098.

Darmawan, D & M. Hariiani. (2020). Pengantar Kewirausahaan. Metromedia, Surabaya.

Darmawan, D. (2016). Pengaruh Keterlibatan Kerja dan Sikap Profesionalisme terhadap Intensi Berwirausaha, *Management & Accounting Research Journal*, 1(1), 22-29.

Darmawan, D. (2017). The Effects of The Big Five Personality on Job Performance, *Management & Accounting Research Journal*, 2(1), 36 - 42

Darmawan, D. (2019). Pengaruh Pendidikan Kewirausahaan dan Efikasi Diri terhadap Intensi Berwirausaha, *Ekonomi, Keuangan, Investasi dan Syariah*, 1(1), 16-21.

Darmawan, D. (2019). Profesionalisme, Motivasi Berprestasi, Komitmen Organisasi dan Pengaruhnya terhadap Intensi Berwirausaha, *Ekuitas, Jurnal Ekonomi dan Keuangan*, 3(3), 344-364.

Dean, A. S. (2004). Educating Entrepreneurship Students About Emotion and Learning from Failure, *Academy of Management Learning and Education*, 3(3), 274-287.

Fishbein, M., & Ajzen, I. (1975). Belief, Attitude, Intention, and Behavior: An Introduction to Theory and Research, Reading. MA: Addison-Wesley.

Greene, F., Han, L., & Marlow, S. (2013). Like Mother, Like Daughter? Analyzing Maternal Influences Upon Women's Entrepreneurial Propensity. *Entrepreneurship Theory & Practice*, 37(4), 687-711

Hisrich, R. (2001). Entrepreneurship kewirausahaan. Jakarta: Salemba Empat

Issalillah, F. & R. K. Khayru. (2021). Stress and Reference Group Contribution to Achievement Motivation of Student, *Studi Ilmu Sosial Indonesia*, 1(1), 13-28.

Issalillah, F. & Y. Kurniawan. (2021). Modal Psikologis dan Intensi Berwirausaha: Potensi Kewirausahaan Ditinjau dari Kekuatan Mental, *Jurnal Manajemen, Bisnis, dan Kewirausahaan*, 1(1), 27-38.

Izedonmi, Prince Famous & Chinonye Okafor (2010). The Effect of Entrepreneurship Education on Students' Entrepreneurial Intentions, *Global Journal of Management and Business Research*, 10(6), 49-60.

Khayru, R.K. (2021). Opinions about Consumer Behavior during the Covid-19 Pandemic, *Journal of Social Science Studies*, 1(1), 31-36.

Krueger, N. (1993). The Impact of Prior Entrepreneurial Exposure on Perceptions of New Venture Feasibility and Desirability. *Entrepreneurship Theory and Practice*, 18(1), 5-21.

Krueger, Norris, F. J., Reilly, Michael, D., & Carsrud, Alan, L. (2000). Competing Models of Entrepreneurial Intentions. *Journal of Business Venturing* 2, 15, 411–432.

Linan, F., Carlos, Rodriguez-Cohard, J., & M., R.-C. J. (2011). Factors affecting entrepreneurial intention levels: a role for education. *International Entrepreneurship and Management Journal*, 7, 195–218.

Mardikaningsih, R & S. Arifin. (2021). Study on Education Level and Consequences of Licensing and Interest in Making Small Business Licensing, *Journal of Social Science Studies*, 1(1), 19-24.

Mardikaningsih, R., & A. R. Putra. (2021). Minat Berwirausaha Mahasiswa Ditinjau dari Konsep Diri. *Jurnal Pendidikan, Sosial, Budaya (IDEAS)*, 7(3), 173-178.

Mardikaningsih, R., E. A. Sinambela, D. Darmawan & S.N. Halizah. (2021). Hubungan Perilaku Produktif dan Minat Mahasiswa Berwirausaha. *Jurnal Manajemen, Bisnis, dan Kewirausahaan*, 1(1), 121-130.

Oosterbeek, H., Praag, M. V., & IJsselstein, A. (2010). The impact of entrepreneurship education on entrepreneurship skills and motivation. *European Economic Review*, 54(3), 442–454.

Paço, Arminda do et. al. (2015). Entrepreneurial Intentions: Is Education Enough? *International Entrepreneurship and Management Journal*, 11(1), 57-75.

Powell, G. N., & Eddleston, K. A. (2013). Linking family-to-business enrichment and support to entrepreneurial success: Do female and male entrepreneurs experience different outcomes? *Journal of Business Venturing*, 28(2), 261-280

Peterman, N.E. & Kennedy, J.K. (2003). Enterprise education: influencing students' perceptions of entrepreneurship, *Entrepreneurship Theory and Practice*, 28(2), 129-144.

Ramayah, T., & Harun, Z. (2005). Entrepreneurial Intention among the Students of Universiti Sains Malaysia (USM). *International Journal of Management and Entrepreneurship*, 1, 8–20.

Retnowati, E. & R. Mardikaningsih. (2021). Study on Online Shopping Interest Based on Consumer Trust and Shopping Experience, *Journal of Marketing and Business Research*, 1(1), 15-24.

Retnowati, E. & A. R. Putra. (2021). Analisis Hubungan Antara Efikasi Diri dan Intensi Berwirausaha Mahasiswa. *Jurnal Pendidikan dan Kewirausahaan*, 9(2), 591-602.

Shapero, A., & Sokol, L. (1982). The Social Dimensions of Entrepreneurship. In The encyclopedia of entrepreneurship.

Sinambela, E. A. D. Nurmala, D. Darmawan, & R. Mardikaningsih. (2021). The Role of Business Capital, Level of Education, and Technology in Increasing Business Income, *Studi Ilmu Sosial Indonesia*, 1(1), 77-92.

Sinambela, E.A. & A.R. Putra. (2021). Self-Assessment System, Tax Technology and Tax Evasion, *Journal of Marketing and Business Research*, 1(1), 51-58.

Tung, L.C. (2011). The Impact of Entrepreneurship Education on Entrepreneurial Intention of Engineering Students. City University of Hongkong: Run Run Shaw Library.

Wood R. & Bandura A. (1989). Social cognitive theory of organizational management. *Academic of Management Review*, 14, 361–384.

Zellweger, T., Sieger, P., & Halter, F. (2011). Should I stay or should I go? Career choice intentions of Students withfamily business background. *Journal of Business Venturing*, 26, 521-536.