

## FACTORS THAT INFLUENCE ENTREPRENEURIAL INTEREST OF FEB STUDENTS OF TARUMANAGARA UNIVERSITY

Randy Soerijadi<sup>1)</sup>, Rodhiah<sup>2)</sup>

Faculty of Economics & Business Universitas Tarumanagara Jakarta, Indonesia<sup>1,2</sup>

E-mail: <sup>1</sup> [Randy.115190318@stu.untar.ac.id](mailto:Randy.115190318@stu.untar.ac.id)

E-mail: <sup>2</sup> [rodhiah@fe.untar.ac.id](mailto:rodhiah@fe.untar.ac.id)

### Abstract

*Entrepreneurship is an important aspect for economic development in a country, because entrepreneurship can maintain economic balance by opening up jobs in a country and can increase people's income. In Law Number 20 of 2008 concerning MSMEs through a conducive business climate and business development. The development of the business climate is carried out by determining various regulations and policies in various aspects of economic life. Therefore, Micro, Small and Medium Enterprises get the maximum opportunity, protection and business support. Business development is carried out by providing mentoring facilities and strengthening assistance to grow and increase competitiveness. The purpose of this study was to find out 1) the effect of entrepreneurship education on the entrepreneurship interest of Tarumanagara University FEB students, 2) the influence of the family environment on the entrepreneurship interest of Tarumanagara University FEB students, 3) the effect of self-concept on the entrepreneurship interest of Tarumanagara University FEB students. The sample selection technique used in this study was non-probability sampling and the sampling technique used was purposive sampling. Data was taken using an online google form questionnaire with a total of 100 respondents. Data processing in this study uses SmartPLS. The sample in this study was FEB students at Tarumanagara University who had taken entrepreneurship courses and were interested in becoming entrepreneurs. The results of this study are 1) Entrepreneurship education has no effect on the entrepreneurship interest of FEB Tarumanagara University students, 2) The family environment has no effect on the entrepreneurship interest of FEB Tarumanagara University students, 3) Self-concept has a positive effect on the entrepreneurship interest of FEB Tarumanagara University students.*

**Keywords:** *Entrepreneurship Education, Family Environment, Self-Concept, and Entrepreneurial Interest*

### 1. Introduction

As the population in Indonesia increases, which now reaches 230 million people, daily needs such as food, shelter, employment and education must continue to be met over time. The problem in Indonesia is currently facing a limited number of job opportunities for the people of Indonesia. This problem has an impact on college graduates who find it difficult to find jobs in Indonesia (akbar hari mukti, 2019).

According to a report from the Central Bureau of Statistics, open unemployment in Indonesia in 2018 reached nearly 7.5 million people, divided into educated and non-educated unemployed. Educated unemployment refers to those with a high school, diploma, and bachelor's degree. As can be seen from the figure above, educated unemployment reaches 4,162,022 million people and 5.64% of them have a Bachelor's degree (National Labor Force Survey), while non-educated unemployment is almost half lower than educated unemployment. The number of educated unemployment with undergraduate graduates continues to increase in Indonesia if universities cannot train students to be able to create jobs. In addition, the lack of motivation of the younger generation, especially university

students for entrepreneurship, is a concern for government, education, industry, and society (Flack et al., 2012, as cited in Li & Wu, 2019).

Many university college graduates are not yet capable of entrepreneurship, while a country must be able to have entrepreneurs as much as 5% of the total population which can be a competitive advantage for the nation to be ideally advanced (Fellnhöfer, 2017, as cited in Li & Wu, 2019). Entrepreneurship is one of the important aspects for economic development in a country, because entrepreneurship can maintain economic balance by opening up jobs in a country and can increase people's income. In Law Number 20 of 2008 concerning MSMEs through a conducive business climate and business development. Business climate development is carried out by determining various regulations and policies in various economic aspects. Therefore, Micro, Small and Medium Enterprises obtain the greatest possible opportunity, protection and business support. Business development is carried out by providing mentoring facilities and strengthening assistance to grow and improve competitiveness.

In addition to Entrepreneurship Education, the family environment influences a person to become an entrepreneur, which is reflected in the work of his parents. Parents' jobs are often considered to influence parents who work alone and run their own businesses, making their children more likely to become entrepreneurs. The role of parents as conveyors of information to their children and the existence of role models in close families determine the future career choices of young people. This transfer of knowledge and experience can occur through exposure, where self-employed parents act as role models for their children, and parents can even provide financial or social capital for start-up capital (Mungai & Velamuri, 2011).

The family environment is very influential on students to have an interest in entrepreneurship. Self-concept allows people to recognize easily and quickly the environment and business opportunities better. Motivation is the driving force for individuals to work hard to generate entrepreneurial spirit. Risk can be a supporting factor for a strategy that can analyze the progress of an entrepreneur. Another factor that increases entrepreneurial intention is education (Nakayama, 2016). The next factor that influences entrepreneurial interest is self-concept. Self-concept is a view of the feelings that a person has about himself obtained from the process of observing himself and according to the perceptions of others in the form of physical, psychological, and social characteristics (Handayani, 2016). With a self-concept, a person can recognize their potential and personality as well as their weaknesses. The existence of a self-concept in each student can also convince themselves that they can create new jobs for the wider community.

## **2. Theoretical review**

### **Entrepreneurship Education**

According to (Gerba, 2015), entrepreneurship education is a conscious effort made by individuals to gain insight into entrepreneurship. And entrepreneurship education is a process of instilling creativity and innovation in overcoming problems, obstacles from risks and opportunities to succeed (Suherman, 2010; Lestari and Wijaya, 2012) state that entrepreneurship education can shape the mindset, attitudes, behavior of students to become entrepreneurs. From the above statement, it is concluded that entrepreneurship education can provide a pattern of *pikir*, understanding, and innovation for someone to be able to run entrepreneurship.

### **Family Environment**

The family is the smallest unit that can be the support and driving force for the birth of a nation and society. On the other hand, it can also contribute to the destruction of the nation and

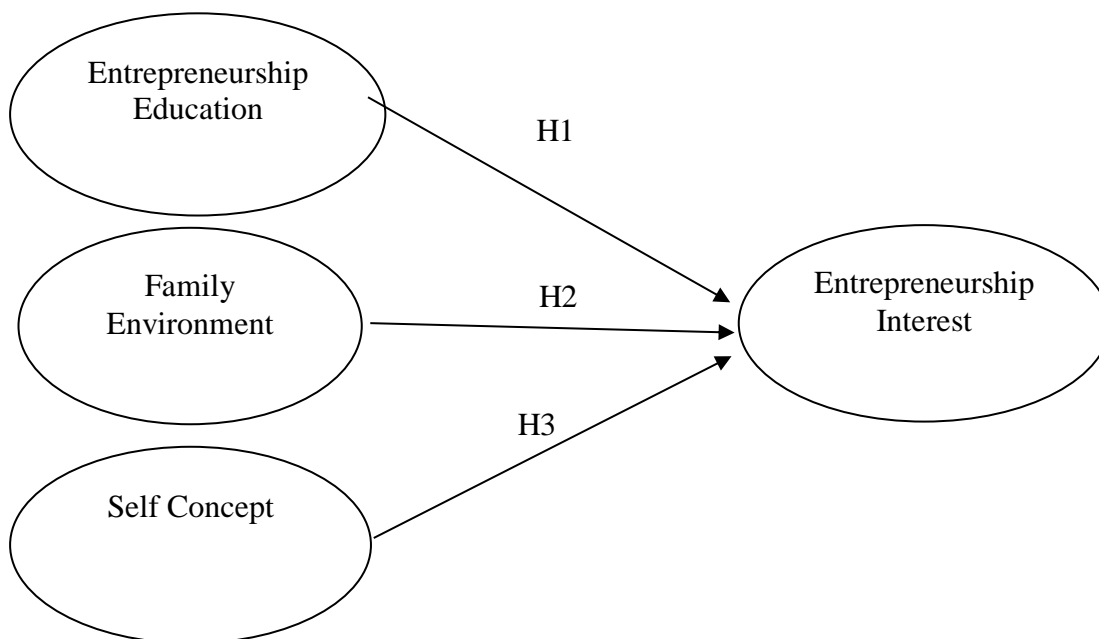
society. It is worth saying that the family is the pillar of the country; with the family, the country rises (Zubaedi, 2012, as cited in Ariga & Nurhakim, 2022).

### Self-Concept

According to Mappiare (1982, as cited in Rofiah, 2016), the word "self-concept" or self-concept is generally defined as "the overall pattern of self-perception formulated by individuals or a person's understanding and meaning relating to the self." Seifert and Hofnung, as cited in Murti (2018), also argue that "self-concept means understanding or ideas about one self".

### Entrepreneurship Interest

According to Subandono (2007, as cited in Teddy & Nuringsih, 2022), entrepreneurial interest is the tendency of the subject's heart to be interested in creating a business which then organizes, manages, takes risks, and develops the business he created. Entrepreneurial interest arises from within a person to create a business field.



**Figure 1. Research Models**

### Research Hypothesis:

H1: Entrepreneurship education has a positive influence on entrepreneurship interest

H2: Family environment has a positive influence on entrepreneurship interest

H3: Self concept has a positive influence on entrepreneurship interest

### 3. Research Method

This research method uses quantitative methods with a descriptive approach. The population in this study were students of FEB Tarumanagara University. The sample selection technique used non-probability sampling with purposive sampling technique. The software used in this research is Smart-PLS.

**Table.1 Operation Variables**

Variables	Indicator	Scale
Entrepreneurship Education	Entrepreneurship education nurtures creativity and innovation.	Interval
	Entrepreneurship education gives rise to business planning.	
	Entrepreneurship education generates business opportunity ideas.	
	Entrepreneurship education fosters a sense of taking business risks.	
	Entrepreneurship education shapes the mindset of being an entrepreneur.	
	Entrepreneurship education shapes behavior in entrepreneurship.	
Family Environment	Relationship between family members.	Interval
	Parental employment factors.	
	Home atmosphere.	
	Economic situation of the family.	
Self Concept	Self-acceptance.	Interval
	Have self-confidence.	
	Self-realization of abilities.	
	Self-realization of achievements	
Entrepreneurship Interest	Task and result oriented	Interval
	Leadership skills	
	Originality	
	Future oriented	

#### 4. Results and Discussion

##### Results

##### Respondent Profile

The subjects in this study FEB students of Tarumanagara University who have taken entrepreneurship courses. Regarding the description of the study subjects, here is the number of samples collected with a total of 100 respondents. Based on the data received, the majority of respondents were dominated by women (63%), age 21-23 (49%).

##### Data Analysis

This study used a non-probability sampling technique with a convenience sampling method that was shared through a Google Forms survey. The data analysis method uses smart partial least square (PLS) software.

##### Outer Model

Based on the analysis of the results of the measurement model (Outer Model Analysis) it is known that all indicators used to measure research variables have valid and reliable results so that the results of this study can be trusted and reliable.

**a. Convergent Validity****Table 2.** Results of AVE . Value

Variable	Average Variance Extracted (AVE)
Entrepreneurship Education	0.707
Family Environment	0.705
Self Concept	0.694
Entrepreneurship Interest	0.695

Table 2 shows the results of Average Variance Extracted (AVE) data processing. Based on the results obtained, all values in this research variable have met the predetermined criteria, namely results greater than 0.5.

**b.** The results of the discriminant validity test are obtained as follows:

**Table 3.** Discriminant Validity

	Entrepreneurship Education	Family Environment	Self Concept	Entrepreneurship Interest
Entrepreneurship Education	0.872	0.928	0.882	0.841
Family Environment	0.881	0.840		
Self Concept	0.833			
Entrepreneurship Interest	0.877	0.888	0.834	

Discriminant Validity can be seen from the results of the Heterotrait-Monotrait Ratio (HTMT). From the results obtained, it can be said that the results of the Heterotrait-Monotrait Ratio (HTMT) in this study have met the criteria because the value of each variable is no more than 0.9. Henseler *et al.* (2015) states that the value of the Heterotrait-Monotrait Ratio (HTMT) is not more than 0.9.

**Composite Reliability****Table 4.** Reliability

	Cronbach's Alpha	Composite Reliability
Entrepreneurship Education	0.917	0.935
Family Environment	0.861	0.905
Self Concept	0.853	0.901
Entrepreneurship Interest	0.854	0.901

From the results of data processing, it can be seen that Cronbach's alpha and composite reliability on each variable has a value of more than 0.7. Thus, all variables in this study can be said to be reliable. According to Hair *et al.* (2014), cronbach's alpha and composite reliability must have a value greater than 0.7 although a value of 0.6 can still be allowed.

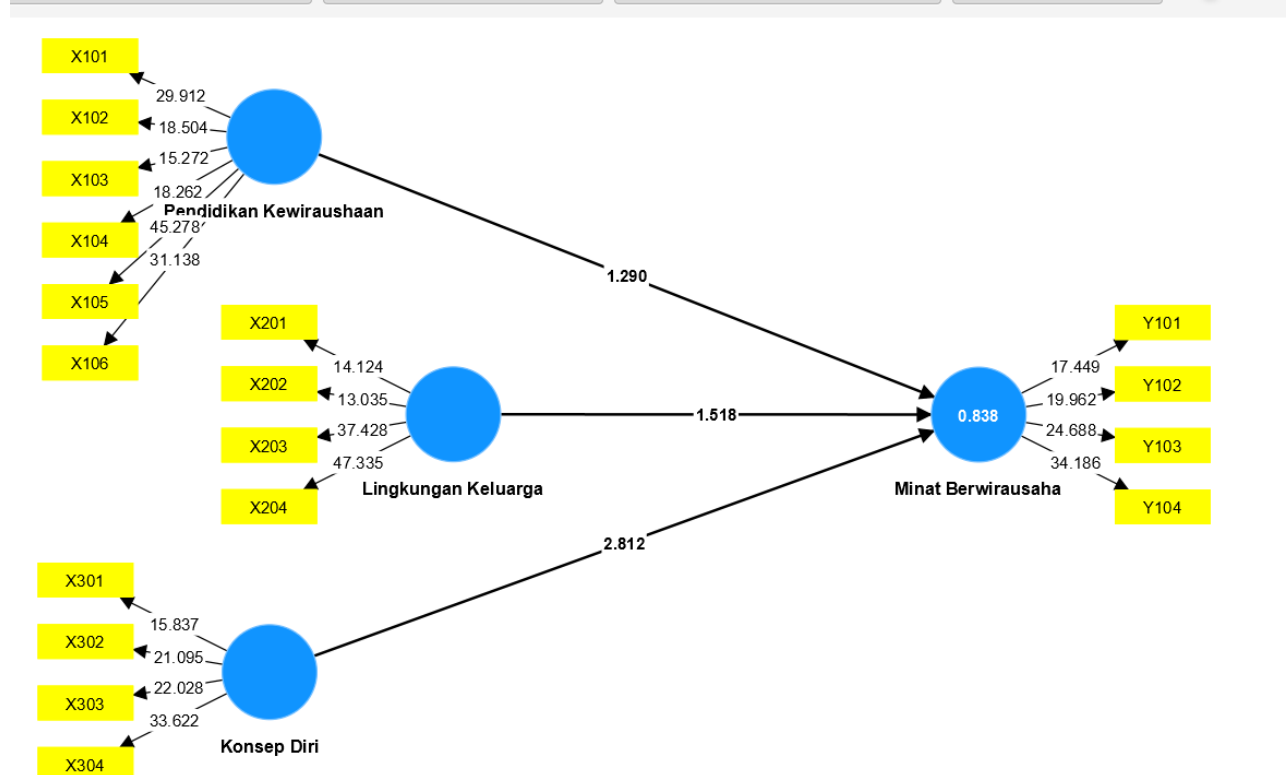
**Inner Model****Coefficient of Determination Test ( $R^2$ )**

The Result of the Coefficient of Determination

The value of R-Square ( $R^2$ ) is used to determine the determinantal coefficient and measure the degree of variation of change of independent variables to dependent variables. To measure R-Square, Hair *et al.* (2011) argue that values of 0.75, 0.50, and 0.25 are described as substantial, moderate, and weak

**Inner Model Test**

Results from the bootstrapping is:



**Figure 2.** PLS Model Specifications

**Table 5.** Result of Direct Effect Significance Test

	T-Statistics	p-values
Entrepreneurship Education -> Entrepreneurship Interest	1.290	0.197
Familiy Environment -> Entrepreneurship Interest	1.518	0.129
Self Concept -> Entrepreneurship Interest	2.812	0.005

Table 5 shows hypothesis testing in this study. The hypothesis is acceptable if the t-statistical value is greater than 1.96 and the p-value is below 0.05. Hipotesis is acceptable if the t-statistical value is greater than 1.96 (Garson, 2016). Hypothesis testing uses statistical values with an alpha value of 5% so that the t- statistical value used is 1.96 (Murniati *et al.*, 2013) Here is the elaboration and explanation of each hypothesis:

Based on the results of testing the hypothesis above, the following test results are obtained:

- 1) H1 : Calculation of the results of entrepreneurship education produces a t-statistic value of 1.290 whose value is smaller than 1.96 and a p-value of 0.197 whose value is greater than 0.05, so that the entrepreneurship education variable has no effect on entrepreneurial interest.
- 2) H2 : Calculation of the results of the family environment produces a t-statistic value of 1.518 which is smaller than 1.96 and a p-value of 0.129 which is greater than 0.05, so it can be concluded that the family environment variable has no positive effect on entrepreneurial interest.
- 3) H3: Calculation of the results of the self-concept results in a t-statistic value of 2.812 which is greater than 1.96 and a p-value of 0.05 which is smaller or equal to 0.05, so it can be concluded that the self-concept variable has a positive effect on entrepreneurial interest.

## Discussion

Entrepreneurship education affects the entrepreneurial interest of FEB Tarumanagara University students but is not significant. Family environment affects the entrepreneurial interest of FEB students of Tarumanagara University. Self-concept has a positive effect on entrepreneurial interest of FEB Tarumanagara University students.

## 5. Conclusion

Entrepreneurship education affects the entrepreneurial interest of FEB Tarumanagara University students but is not significant. Family environment affects the entrepreneurial interest of FEB students of Tarumanagara University. Self-concept has a positive effect on entrepreneurial interest of FEB Tarumanagara University students.

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