

Effect of Entrepreneurial Education and Economic Condition of Parents towards an Entrepreneurship Attitudes through the Entrepreneurship Interest

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Abstract: *This study aimed to determine the effect of entrepreneurship education and economic condition of parents towards an entrepreneurial attitude through entrepreneurship interest of students on Economic Faculty, State University of Makassar. The sample in this study as many as 223 students of Economic Faculty drawn from each of the different departments. This research method using a descriptive quantitative, with path analysis. The results of this study show that entrepreneurial education directly affects the entrepreneurial attitude through entrepreneurship interest and economic condition of parents indirect effect on entrepreneurial attitude through entrepreneurship interest.*

Keywords –*Entrepreneurship Education, Economic Condition of Parents, Entrepreneurial Attitude, Entrepreneurship Interest*

I. INTRODUCTION

The unemployment rate in Indonesia is quite high. One of the factors to consider in Indonesian development is to reduce the number of unemployment. Based on data from the Central Bureau of Statistics in 2014 that the number of unemployed increased in 2013 that as many as 7.17 million people in February 2013, and has increased in August 2013, namely to 7.39 million. In 2012, as many as 7.61 million people unemployed in February and decreased to 7.24 million in August 2012. Based on the unemployment data, about 6 percent of the existing number are college graduates.

Indonesia as a developing country which needs to be improved is the entrepreneurial activity or entrepreneur to be equal with developed countries. The United States has 11.5% of the total population of entrepreneurship, Singapore 7.2%, Malaysia more than 3%, and Indonesia, with all the natural resources that are owned only has 0.18%. Historically and consensus, if the state want to advance must have at least 2% of the total population of entrepreneurs (Hendro, 2011).

One of the factors to driving the growth of entrepreneurship in a country lies in the role of universities through the implementation of entrepreneurship education (Zimmerer, 2002: 12). The university is responsible for educating and providing entrepreneurial skills to the graduates and increase a motivation with dare to choose entrepreneurship as their career. The university needs to implement a concrete entrepreneurial learning patterns based on empirical inputs to equip students with a significant knowledge in order to encourage students to entrepreneurship (Yohnson 2003, Wu & Wu, 2008).

The problem that occurs is the entrepreneurial attitude of students is still relatively less or their mindset are mistaken/wrong about entrepreneurship. This is because education from an early age not introducing students to the concepts and skills of entrepreneurship. They do not understand that there are hammered a long time and hard work which never give up in entrepreneurship, and most of the students did not dare to take a risks and prefer to be job seekers. The second factor causes it, is a matter of capital. Capital in entrepreneurship is vital, and students not have the skills and self-motivation in seeking capital (Hendro, 2011).

Attitude is a mental or emotional readiness in some kind of action on something right. Moreover, it can be interpreted as something learned and how individuals react to the situation and determine what to looking for in life (Rosmiati, 2015). Attitude is a person's response to an object that comes from outside himself, and it expressed in the form of action (Junias et al, 2015). Entrepreneurial attitudes are not necessarily able to form somewhere, but can be influenced by various factors. Factors that influence entrepreneurial attitudes are internal factors, external factors and contextual factors. Internal factors include demographic factors such as age, sex, gender, occupational background of parents. External factors include the environment such as the physical environment, socio-economic environment, and contextual factors include entrepreneurship education, social support, business environment support (Johnson, 1990).

External factors that influence the entrepreneurial attitude is entrepreneurship education. The entrepreneurship education can influence the students fostering a positive attitude towards entrepreneurship. This is according to a study conducted by Widhiandono and Miftahuddin (2004) on students at University of

Muhammadiyah Purwokerto, stating that based on the findings of the Center for Economic Research (P2E) LIPI, the unemployment rate in Indonesia is still high. One effort to reduce the unemployment rate from the college environment is to provide entrepreneurship education for students. Suyitno (m.compasiana.com, 2015) states that entrepreneurship education is a process of education to learn about everything related to entrepreneurial start of attitude/ behavior to the issue of profit and loss in business. Entrepreneurship education can shape the mindset, attitudes, and behaviors in students being a true entrepreneur that directs them to choose entrepreneurship as a career option (Lestari and Wijaya, 2012). Thus it can be suspected that entrepreneurship education significantly positive effect on entrepreneurial attitudes.

Education also affects a person's entrepreneurship interest. Yohnson (2004) say that the university (of course, through education) have a role to motivating students in entrepreneurship. With the motivation will enable the attitude of students interested in choosing a career for business/entrepreneurship. Research conducted by Yulianti (2000), which examines the influence of entrepreneurial learning and motivation of the students' entrepreneurship interest. In this study showed that there are a significant influence between the lessons of entrepreneurship and motivation to the students' entrepreneurial interest of 42.70% and 57.30% as much as the other influences that are not researched. Thus it can be assumed that entrepreneurship education has positive influence on entrepreneurship interest.

Interest is a strong impetus from self to do something. Interest gives a big influence to increase entrepreneurial attitudes of person. If a student has a high entrepreneurship interest, he will be encouraged to prepare himself to take a positive attitude in entrepreneurship. Attitudes formed through various ways namely through repeated experience, through imitation, through suggestion, and identification. In the phase of imitation, one must have the interest and admiration of things, in addition also the understanding and capabilities required of what will be copied/ things of interest (Slameto, 2010: 189). A growing interest will lead he/she motivated to take action or attitude. Based on that can be assumed that entrepreneurship interest has a positive effect on entrepreneurial attitudes.

Another factor that could determine the entrepreneurial attitude is economic conditions of parents. As explained by Rosyidi (informasiana.com, 2015) that the economy is related to all the money in the community arising from human actions in efforts to complete life needs or to achieve prosperity. Economic conditions is a condition of a person or family to complete their needs. The economic condition of parents can be seen by analyzing the monthly family income and total load of parents. Each person, in which case is each student surely came from the different economic condition of parents. The person is coming from the upper middle class and many of them come from the lower middle class. Childhood family environment such as birth order, parents' work, and socioeconomic status may affect the interests and attitudes to entrepreneurship. K.Wang and Kam Wong (2004) states that, "there is a positive influence occupational background of parents on entrepreneurship interest". Based on the difference work of parents certainly the parent's income is also different. Based on that, expected the economic condition of parents has positive influence on entrepreneurship interest and entrepreneurial attitudes.

Based on observations of researchers at the Economics Faculty of State University of Makassar, the students tend to have a less positive attitude towards entrepreneurship. This can be seen by the low number of students who perform entrepreneurial activity. Based on the results of preliminary studies that the student entrepreneurship interest is still below from the target, it is measured from economic students participation in the following business activities, either in the form of exhibitions and business shop on campus (Baharuddin, 2015 lecturer at the Faculty of Economics).

Based on the above, the purpose of this research was to determine the influence of entrepreneurship education and economic condition of parents towards an entrepreneurial attitude through entrepreneurship interest students of the Faculty of Economics.

II. RESEARCH METHODS

This study is a quantitative research was using descriptive statistical analysis and explanation design. Descriptive research is used to describe each variable research, and explanation research used to explain the magnitude of the direct and indirect influence between the variables. Judging from the relationship variables, the study classified as associative causality, which explains the influence of entrepreneurship education variable (X1), the economic condition of parents (X2), entrepreneurship interest (Z), and an entrepreneurial attitude (Y).

Here is the state of the population and sample

Table 1 Population and Sample

No.	Study Program	Total Population	Total Sample
1	Economic Education	100	44
2	Management	105	46
3	Accounting Education	113	50
4	Accounting D3	35	15
5	Accounting S1	95	42
6	Economic Development	58	26
Total		506	223

(Source: processed researcher, 2016)

Measurement of entrepreneurship education variable (X1), the economic condition of parents (X2), entrepreneurship interest (Z), and an entrepreneurial attitude (Y) was measured using a questionnaire research instrument.

Entrepreneurship education is measured using indicators of material and entrepreneurial learning process (Hansemark (1998), Ma'rufHadi, 2013), the economic condition of parents was measured using parental income and total load of parents (Abdulsyani, 1994), entrepreneurship interest using indicators *attitude toward to entrepreneurial behavior, subjective (social) norm, perceived behavioural control about entrepreneurship* (Krueger, Reilly, and Carsrud, 2000), and entrepreneurial attitudes are measured using *achievement, locus of control, and self esteem* (Robinson, et al., 1991).

III. RESULTS AND DISCUSSION

Based on test results analysis using SPSS 20 for windows then obtained the following results.

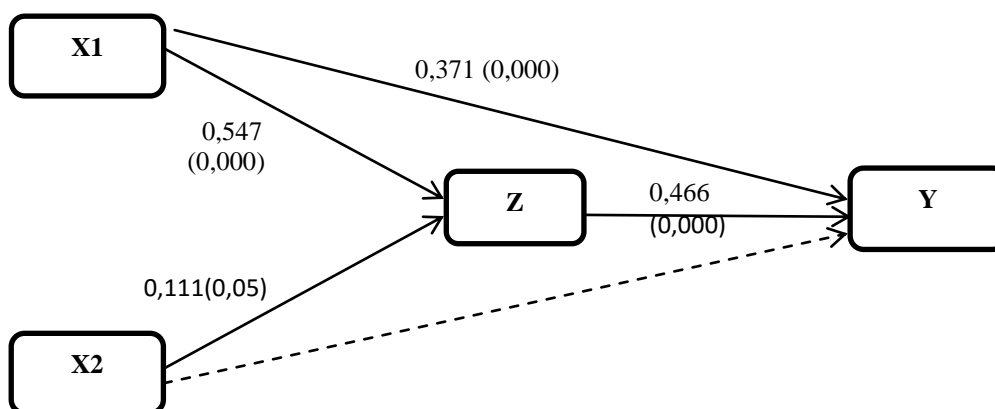


Figure 1 Schematic relationship between variables X1, X2, Z, and Y

Table 2 Relationship between Variable

No.	Influence between Variable	Standardized Beta	t
1.	Entrepreneurship education towards entrepreneurial attitudes	0,317	5,439 *)
2.	Entrepreneurship education to entrepreneurship interest	0,547	9,707 *)
3.	Entrepreneurship interest to entrepreneurial attitudes	0,466	7,994 *)
4.	The economic condition of parents towards entrepreneurial attitudes	0,041	0,829
5.	The economic condition of parents to entrepreneurship interest	0,111	1,961 **)

Info. *)sig. ≤ 0,000 dan **)sig. ≤ 0,05

Based on the above table can be seen that entrepreneurship education influence towards the entrepreneurial attitude through entrepreneurship interest. Entrepreneurship interest variable as a moderator variable that serves to strengthen the influence of entrepreneurship education on entrepreneurial attitudes. While entrepreneurship interest variable as mediator variable that serves to mediate the effect of economic conditions of parents on entrepreneurial attitudes.

Based on the frequency distribution analysis, the result of studies showing that most of the respondents (58.74%) stated that the process of education entrepreneurship is considered good. Furthermore, most of the respondents (47.08%) stated that the economic condition of parents considered quite good. At variable interest, the results showed that most of the respondents (63.23) states that entrepreneurship interest rated high. Furthermore, the results showed that most of the respondents (57.40) states that the entrepreneurial attitude is considered good.

The Effect of Entrepreneurship Education towards Attitudes Entrepreneurship

The findings in this study indicate that entrepreneurship education has a positive and significant effect on entrepreneurial attitudes. That is, the better entrepreneurial education so that entrepreneurial attitudes of students is better anyway. Students felt that entrepreneurship courses taught attractive and can contribute knowledge and improve skills in the practice of the entrepreneurship courses. Entrepreneurship education in this study not look at the results of student learning on campus, but by looking at the process of education for their entrepreneurial in order to shape the attitudes of entrepreneurs who are good so that entrepreneurship is not just limited to the practice and finishing of their duties, but it can be as a career option then just choose to become civil servants. Florin, Karri, and Rossiter in Gibson, et al. (2011) stated that the main focus of entrepreneurial learning should developing a positive attitude so that students may see small business as a viable career choice.

Lestari and Wijaya (2012) argued that entrepreneurship education not only provides a theoretical foundation of the concept of entrepreneurship but to shape attitudes, behaviors, and thought patterns (mindset) of an entrepreneur. If the student wants to improve the entrepreneurial attitude that needs to be upgraded anyway entrepreneurial education. There are many efforts that can be done to improve entrepreneurship education, such as fixing a system of teaching and learning on campus, complete a facilities and infrastructure in order to further assist in carrying out the practice of entrepreneurship, and others. Wardati and Kirwani (2013) states that the condition of the implementation of entrepreneurial education includes the class atmosphere when learning, the learning process, learning communication (between lecturers and students and students and students), and the liveliness and enthusiasm of the students to participating in the classroom.

The Effect of Entrepreneurship Education towards Attitudes Entrepreneurship through Entrepreneurship Interests

- The Effect of Entrepreneurship Education towards Entrepreneurial Interests

The findings in this study indicate that entrepreneurship education has a positive and significant effect on the entrepreneurship interest. That is, the better the entrepreneurial education so that entrepreneurship interest of student is better anyway. These findings are relevant to the research conducted Lestari and Wijaya (2012) which shows that entrepreneurship education have a significant effect on the entrepreneurship interest. Students who have taken entrepreneurship courses will have the essential values and characteristics that will increase their entrepreneurship interest and love for the world of entrepreneurship. The high entrepreneurship interest will birth young entrepreneurs who have a clear vision to the future, a high creativity and innovation in all major. Research conducted by Gerba (2012) states that students who have attended entrepreneurship education are likely to have an interest / intention of entrepreneurship than students who do not receive education entrepreneurship. Other studies have also suggested that entrepreneurship education was positively related to entrepreneurship interest students at one university in Egypt (Hattab, 2014).

In connection with has done some efforts program to increase entrepreneurship, then it becomes another task for the education system to make the programs that have been initiated in order to become more effective and efficient so can take interest and attention to cultivate the students in the entrepreneurial world.

- The Effect of Entrepreneurship Interest Toward Entrepreneurship Attitude

The findings in this study is the entrepreneurship interest has a significant positive effect on entrepreneurial attitudes. The conclusion is the higher entrepreneurship interest, so that the entrepreneurial attitudes of students is better anyway. This finding is supported by research conducted Koranti (2013) states that entrepreneurship interest can influence student motivation, and motivation positive influence on entrepreneurship attitude of student. It means that the interest indirectly influence the entrepreneurial attitudes of students.

In improving the entrepreneurial attitude of students be better, not only education needs to be improved but also need to be increased entrepreneurship interest. Based on research conducted by the Son (2012), then as for the factors that can determine student entrepreneurship interest is the environmental factor, the factor of self-esteem, opportunities factors, personality factors, vision factors, and income and confidence factor. The good environment or familiar with the entrepreneurial environment more enabling students interested in entrepreneurship. On the other hand, personality and self-esteem is a fundamental factor in the effort to foster interest, because with an optimistic personality and does not want to rely on others it will be more likely to have an entrepreneurship interest. The need for achievement is one of the characteristics of an entrepreneurial attitude will be carried out only by people who have the vision and confidence in achieving something that is expected.

The Effect of Economic Condition of Parents towards an Entrepreneurship Attitudes through Entrepreneurship Interest

- Pengaruh Kondisi Ekonomi Orang Tuaterhadap Minat berwirausaha
- The Effect of Economic Condition of Parents towards Entrepreneurship Interest

The findings in this study indicate the economic condition of parents has a positive and significant impact on the entrepreneurship interest. The conclusion is the better economic condition of parents, so that entrepreneurship interest will be higher as well. This is according to research conducted Wang and Wong (2004), which states that family income factors influence the student entrepreneurship interest. Entrepreneurship interest led to conducting activities related to the business that they want to succeed in it using the resources and encouragement from within themselves. So to be able to bring that impulse is usually needs the influences of outside, be it a family, and campus/school environment.

So better economic conditions may increase student's interest to entrepreneurship. In this connection that the choice of entrepreneurial career advantageous economically and socially, then this may affect student attitudes decision in choosing entrepreneurship as a career option (Widhiandono & Miftahuddin, 2009; Aprilianty, 2013). By looking at the profit opportunities that exist, then the students were really interested in entrepreneurship will equip themselves with an entrepreneurial attitude as if to get the award, can control themselves in many situations, and can reward their self with not easily give up for get something.

IV. CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on the analysis and discussion in the previous chapters, the conclusions of this study are following bellows.

- a. Entrepreneurship education has positive influence on entrepreneurial attitudes, entrepreneurial education has positive influence on entrepreneurship interest, and entrepreneurship interest has positive influence on the attitude entrepreneurship of student. Thus the entrepreneurship interest status as a moderator variable that serves to strengthen the direct influence of entrepreneurship education on entrepreneurial attitudes.
- b. The economic condition of parents had no effect on entrepreneurial attitudes and economic conditions of parents has positive influence on entrepreneurship interest. Thus the entrepreneurship interest status as mediator variables that serve as intermediaries influence the economic condition of parents towards entrepreneurial attitudes.

Suggestion

For the Faculty of Economics, University of Makassar to be able to more effectively using the entrepreneurial incubator campus so as to facilitate the students in the practice of entrepreneurship; and for lecturers in order to further improve the entrepreneurial learning system so can more interesting for students. For further research that can search for other variables that have more influence on the variable Y (because X2 has no effect) and create a more perfect indicator variable if taking research with the title that is relevant to this study. In addition, researchers can also change the editorial further research into qualitative research to gain deeper meaning.

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