

**EFFECT OF FAMILY ENVIRONMENT, MOTIVATION, AND
ENTREPRENEURSHIP EDUCATION TOWARD ENTREPRENEURSHIP
INTERESTS**

An Undergraduate Thesis

**Presented as Partial Fulfilment of the Requirements
to Obtain the Bachelor Degree in Accounting Department**



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YOGYAKARTA**

2020

APPROVAL PAGE

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A Bachelor Degree Thesis

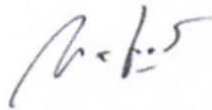
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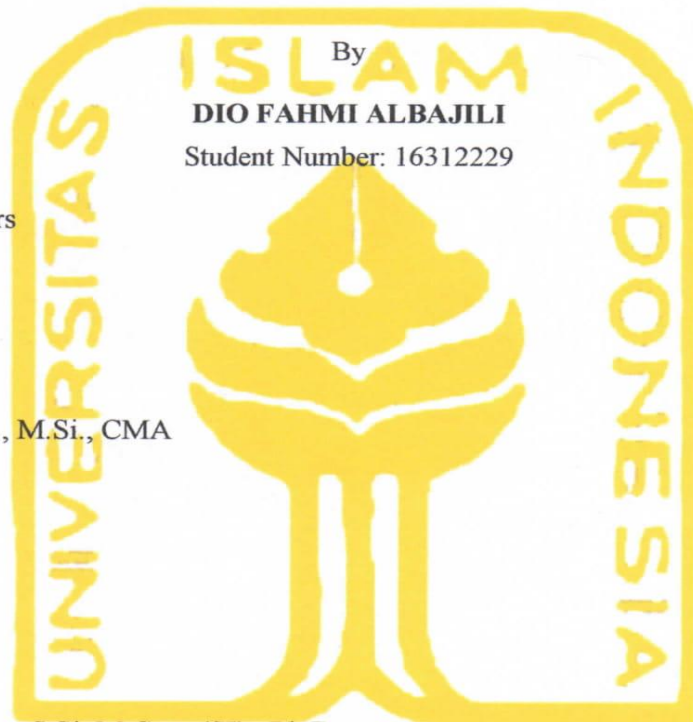


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2020

LEGALISATION PAGE

**EFFECT OF FAMILY ENVIRONMENT, MOTIVATION, AND ENTREPRENEURSHIP
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A Bachelor Degree Thesis**



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DECLARATION OF AUTHENTICITY

Herein I declare the originality of the thesis; I have not presented anyone else's work to obtain my university degree, nor have I presented anyone else's words, ideas or expression without acknowledgement. All quotations are cited and listed in the bibliography of the thesis.

If in the future this statement is proven to be false, I am willing to accept any sanction complying with the determined regulation or its consequence.

Yogyakarta, June 05, 2020



Dio Fahmi Albajili

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Asssalamualaikum Wr. Wb.

Alhamdulillah, the researcher sends infinite praise and gratitude to the one and only god Allah SWT, because of His blessing and grace, the researcher able to finish this research. This thesis entitled “Effect of Family Environment, Motivation, and Entrepreneurship Education Toward Entrepreneurship Interests” as a partial requirement to obtain the bachelor degree in Accounting Department, International Program, Faculty of Business and Economics, Universitas Islam Indonesia. This research is certainly cannot be done without support from a lot of parties, therefore I sincerely would like to deliver my thanks and gratitude to:

1. **Allah SWT**, for all of his blessing and mercy that never stops flowing to me.
2. **Prophet Muhammad SAW**, for being a great role model, and making this life becomes better than before.
3. My beloved parents, **Sukiyatno** and **Anis Kurniyawati**, for unconditional love, endless support, advice, and motivation to help me to become a better person.
4. My beloved siblings, **M. Chandra**, **Arfika**, **Mira** and **Emir**, and also my nephew and nieces **Girdan**, **Bella** and **Kiyomi** for the endless support and cuteness during the critical moment. Thank you so much for all the support and prayers.
5. **Mr Jaka Sriyana, Dr., SE., M.Si.**, as Dean of Faculty of Economics
6. **Mr Mahmudi Dr., SE., M.Si.**, as Head of Undergraduate Program in Accounting department, and also content advisor who gave me his best lessons, guidance, and also supporting while working on this research.
7. **Mrs Ayu Chairina Laksmi, SE., MAC., M.Res.**, as Secretary of International Program in Accounting department IP UII.
8. **Nihlah Ilhami, S.Pd.** as my language advisor, thank you for patience and kindness in guiding me writing this thesis.
9. The lecturers and academic staff of IP UII, tons of thanks for teaching me. Your lights will always be remembered. May Allah bless you and your family.

10. The International Program FE UII family, the greatest thanks for you who already take care of me and my friends. **Mrs Alfi, Mr Ahmad, Mr Kusnoto, Mr Kandri, Mr Erwanto, Mrs Ayu, Mba Cucut, Mba Desi** and the rest of you that I cannot mention one by one.
11. All of my accounting IP 2016, including all of the accounting IP 2016 subsidiaries such as Accounting slebew, **Adin, Apip, Arienda, Astrid, Eigha, Eky, Fadil, Habib, Firna, Ica, Khalla, Naufan, Rafsan, Reza, Silky, Ara**, thank you for all these fluctuating moments, through up and down, it is my pleasure to be your classmate, all of you are amazing!

My thanks definitely would not enough, therefore, may Allah SWT grant all of our prayers. This research is not even close to perfect but hopefully, this research may be useful for those who need it and especially for the Accounting Program.

Wassalamualaikum Wr. Wb.



Yogyakarta, June 05th, 2020

A handwritten signature in black ink, appearing to read 'Dio Fahmi Albajili', is written over a horizontal line.

Dio Fahmi Albajili

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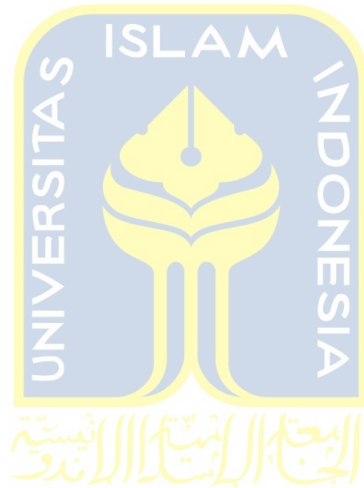


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Effect of Family Environment, Motivation, and Entrepreneurship Education toward Entrepreneurship Interests

ABSTRACT

The study was intended to examine the effect of family environment, motivation, and entrepreneurship education on the entrepreneurship interests of active students at the Faculty of Business and Economics, Universitas Islam Indonesia. This study was used a quantitative approach by distributing questionnaires to respondents and processed using SPSS. The population in this study were active students of FBE UII especially accounting students' batch 2016 - 2019 and the samples of this study were 94 respondents. This study was analysed by using the multiple linear regression and compared specifically using independent sample t-tests. The results of this study showed that the family environment, entrepreneurship motivation, and entrepreneurship education have a positive effect on entrepreneurship interest.

Keyword: *Family Environment, Motivation, Entrepreneurship Education, Entrepreneurship Interest*



Pengaruh Lingkungan Keluarga, Motivasi, dan Pendidikan Kewirausahaan terhadap Minat Berwirausaha

ABSTRAK

Penelitian dimaksudkan untuk menguji pengaruh Lingkungan Keluarga, Motivasi, dan Pendidikan Kewirausahaan terhadap minat berwirausaha mahasiswa aktif Fakultas Bisnis Ekonomi Universitas Islam Indonesia yang masi aktif. Penelitian ini menggunakan pendekatan kuantitatif yaitu menyebarkan kuesioner pada responden dan diolah menggunakan SPSS. Populasi dalam penelitian ini adalah mahasiswa aktif FBE UII khususnya mahasiswa akuntansi angkatan 2016 – 2019 dan sampel dalam penelitian ini adalah 94 responden. Penelitian ini dianalisis menggunakan regresi linier berganda dan dibandingkan secara spesifik menggunakan independent sample t-test. Hasil dari penelitian ini adalah lingkungan keluarga, motivasi dan pendidikan kewitausahaan berpengaruh positif terhadap minat berwirausaha.

Keyword: *Lingkungan Keluarga, Motivasi, Pendidikan Kewirausahaan, Minat Berwirausahaan*



CHAPTER I: INTRODUCTION

1.1. Background

The population of Indonesia has increased from year to year. The increase in population is not proportional to the number of available jobs, causing unemployment (CNBC, 2018). The problem of unemployment is one of the things that often occurs in developing countries. A large number of workers, the high flow of migration, and the prolonged economic crisis to date make the problem complex. Every year there are college graduates who are supposed to be able to improve the quality of human resources in Indonesia. The fact that higher education graduates are directed towards the formal sector. As a result, when employment in the formal sector does not grow, people do not try to create their own jobs. This has resulted in an increase in unemployment and low economic growth in Indonesia. Unemployment is not an option, but it shows that getting a job is now more difficult. The problem of unemployment is not only about economic problems, but also social problems. The impacts will affect the implementation of national development both in the short and long term. If the unemployment rate is high, automatically the poverty rate will also increase. Therefore, there needs to be a special action from the government to solve the problem.

Central Bureau of Statistics (BPS) stated that in August 2019 the number of unemployed people rose by 50 thousand people. As a result, the number of unemployed people which was previously 7 million people in August 2018 increased by 7.05 million people in August 2019. According to the level of

education based on BPS 2019, unemployment was dominated by graduates from Vocational High Schools (SMK) (10.42%), High Schools (7.92%), Undergraduate Degree (5.67%) and Diploma Degree (5.99%) (Katadata, 2019). Thus, nearly 11.66 percent of unemployed are college graduates, both from diplomas and scholars, which are called educated unemployment or intellectual unemployment. It is unfortunate if the college graduate that has a bachelor's degree who should be driving the nation's economy has instead become unemployed. Many college graduates are unemployed because of the imbalance between the profile of university graduates and the ready-to-use workforce qualifications required by companies (Kompas, 2016).

Besides, there are still many college graduates who want to find jobs rather than those who can create their jobs by becoming entrepreneurs. Based on a survey of the Indonesian Young Entrepreneurs Association Central Board (BPP Hipmi), 83 percent of student respondents prefer to become employees. Meanwhile, only 4 percent are interested in becoming entrepreneurs (Republika, 2016).

The solution to reduce the number of educated unemployment is to prepare college graduates to become independent young entrepreneurs. Students who will be the future leaders of the nation need to be equipped with the basics of entrepreneurship to awaken the spirit in them.

Provided with the ability of hard skill and soft skill, entrepreneurship college graduates are expected to become strong young entrepreneurs. According to Professor of the Faculty of Economics UNY, Sukidjo stated that entrepreneurship

education is one way to create people who have creative and innovative souls who are able to take advantage of opportunities to create new businesses (Republika, 2016). Therefore, entrepreneurship education must run continuously and become an inseparable part of the entire educational process in higher education. With entrepreneurship, someone can provide jobs for unemployed people.

Now with formal education about entrepreneurship, students are expected to have an interest in entrepreneurship. Therefore, by having a student interest in entrepreneurship, it encourages the creation of new jobs that ultimately create prosperity. Given the rapid economic growth in Indonesia, graduates of universities who have competence in the economy have a large market share.

The faculty of business and economics is one of the most popular study programs for students especially accounting study program. Interest is a constant process to give attention and focus on something that interests someone with feelings of pleasure and satisfaction. Interest is a mental device consisting of a mixture of feelings, hopes, convictions, prejudices, fears or other tendencies that direct individuals to a particular thought. One of the study programs that is in great demand by students in universities is the Faculty of Business and Economics, especially Accounting. This can be seen from the large number of students who choose Accounting Study Program, both at State and Private Universities. It is supported by the Vice Chancellor for Academic and Student Affairs Universitas Gadjah Mada (UGM), Prof. dr. Iwan Dwiprahasto said that the study program with the most interest in SNMPTN at UGM this time is the Accounting Study Program (Kumparan, 2017).

Students have difficulty in determining the career that will be undertaken to raise several questions that can influence students in determining their career (Putra et al. 2017). Someone's career interest can be influenced by an educator where the task of an accounting educator is to nurture accounting professionals who are ready to compete and have quality at a later time in the workforce. Thus, students graduated from private and public universities can get involved in the world of work according to their interests and career intentions. Current practices do not only require academic expertise, but students are also expected to have non-academic knowledge that they do not get during their study.

Students of Accounting Study Program, Faculty of Economics can be directly employed after finishing their education, such as working in companies or government agencies as entrepreneurs, or every graduate of accounting is free to choose what career that they will have, for example, an entrepreneur. Many accounting students having graduated from university choose a career other than their field of study. Study in the university for four years or even more does not guarantee that they already know what to do next after graduation. Even accounting graduates can also have a career that does not match their educational background if they have talent and expertise in other fields such as creating employment (entrepreneurship). According to Setiawan (2016), the intention of entrepreneurship can be seen from the willingness to work hard and diligently to achieve business progress, to bear various risks related to the action taken, to take new paths and ways, and to learn new experiences. Researchers use a sample of accounting students because accounting students have advantages in the field of finance such

as being able to make financial reports, understand statistics and opportunities that exist and of course to manage finances very well because of the discipline. Accounting students have learned how to clarify each transaction and report it in a financial statement.

To become an entrepreneur, a person must first develop a sense of interest in himself. According to Guerrero et al. (2008), they said that interest in entrepreneurship is a concept of someone who intends to make a new business outside an existing organization. Some research on the factors influencing the interest in entrepreneurship have been done by previous researchers, both from within the country and from abroad. Overseas research related to the topic have been carried out by Turker & Sonmez (2009), Verheul, et al. (2012) and Gelderen et al. (2008). While in Indonesia, the research related to the topic was conducted by Sari (2015), Rosmiati, et al. (2015) and Hidayat (2015). Based on the research conducted, some factors can influence someone's interest in entrepreneurship.

The Faculty of Business and Economics of Universitas Islam Indonesia has included entrepreneurship courses in its curriculum. In lectures, entrepreneurship theories have been given. Besides, the Faculty of Business and Economics of Universitas Islam Indonesia also often holds seminars on entrepreneurship. One of the goals is to form entrepreneurship students so that after graduation they can become entrepreneurs who can create jobs so that the number of unemployed people will decrease. Based on interviews with several students about what career that they will have after they graduate they tend to aspire to become an auditor or accountant.

This is based on their more knowledge about accounting when compared to the entrepreneurship material they get during their lectures.

This research refers to a research conducted by Hidayat (2015) which examines the Factors Affecting Entrepreneurship Interest among Students of Economics Faculty of Accounting Program Maranatha Christian University Bandung. The results of the study explained that income and family environment had a positive effect and entrepreneurship education had a negative effect on entrepreneurship interest in students. The difference between this research and the previous research is that the samples of this research were the accounting students at Universitas Islam Indonesia where most students have Islamic backgrounds and the researcher changed the income variable into motivation. In this study, the researcher conducted a study to active students of Accounting Study Program at Universitas Islam Indonesia with the title "EFFECT OF FAMILY ENVIRONMENT, MOTIVATION, AND ENTREPRENEURSHIP EDUCATION TOWARD ENTREPRENEURSHIP INTERESTS".

1.1.1. Research Problems

Based on the explanation on the background of study previously, the research problems proposed are:

1. Does Family Environment affect the Entrepreneurship Interest?
2. Does Motivation affect the Entrepreneurship Interest?
3. Does Entrepreneurship Education affect the Entrepreneurship Interest?

1.2. Research Objectives

The purposes of the research are as follows:

1. To analyse the effect of Family Environment on student entrepreneurship interest.
2. To analyse the effect of Motivation on student entrepreneurship interest.
3. To analyse the effect of Entrepreneurship Education on student entrepreneurship interest.

1.3. Research Contribution

By doing this research, the researcher hopes that the research contributes to society and any other parties such as:

1. Students

The results of this study are expected to be useful for students of Faculty of Business and Economics, Universitas Islam Indonesia to increase their interest in becoming an entrepreneur and be able to apply theories they have learned during college time.

2. The University

The results of this study are expected to be useful for the Faculty of Business and Economics, Universitas Islam Indonesia to further improve the quality of education, thereby increase reliable entrepreneurs.

3. Researcher and Community

This study is expected to be beneficial for the researcher to apply the theories obtained during the college time, namely the subject related to entrepreneurship. In addition, the results of this research hopefully could become additional knowledge and information for those working in the community to create their own employment.

1.4. Systematics of Writing

In order to have a systematic arrangement, this study consists of five chapters, making it easy to know and understand the relationship between one chapter and another as a clear sequence. The systematics are as follows:

CHAPTER I: INTRODUCTION

It is a chapter that contains background, problem formulation, research objectives, research contribution, and systematics of writing.

CHAPTER II: LITERATURE REVIEW

This chapter contains two main things, namely the description of the theory of the variable including in this study and the research hypothesis. A literature study explains the theories used as a basis in the discussion of this paper and describes the research hypothesis.

CHAPTER III: RESEARCH METHOD

This chapter describes the research methods used in this study explaining how the research is done, starting from the research population and samples, data collecting method, and the data analysis process, and also explaining both dependent and independent variables used in this research.

CHAPTER IV: DATA ANALYSIS AND DISCUSSION

This chapter describes the calculations in this research, including the results of data analysis obtained from existing research samples and the analytical tools needed.

This chapter also describes the results of the research to ascertain whether or not the research hypothesis is acceptable.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

This chapter contains the conclusions of the research, research implications, research limitations, and research recommendation for future possible studies.



CHAPTER II: LITERATURE REVIEW

2.1. Theoretical Basis

The theoretical foundation that the researcher used in this research is the Theory of Planned Behavior (TPB). The theoretical foundation contains an understanding of the concept of entrepreneurship, as well as each of the variables used in this study, namely, Entrepreneurship Interest, Family Environment, Motivation, and Entrepreneurship Education.

2.1.1. Theory of Planned Behaviour

The theory of planned behaviour is a theory developed by Ajzen which is a refinement of the reason action theory put forward by Fishbein and Ajzen. Usually, the Theory of Planned Behaviour is to explain someone's intentions or interests and in addition to explaining someone's behaviour. Therefore, this theory is very suitable to explain someone's behaviour in the field of entrepreneurship which is supported by the explanation of Ajzen (1991), that Theory of Planned Behaviour is suitable to explain any behaviour which requires planning, such as entrepreneurship.

According to Ajzen (1991), in Theory of Planned Behaviour there are three, namely:

1. Subjective norm

Subjective norms refer to social pressure (both from one's internal and external personal) that appears to do or not perform the behaviour. Like someone's motivation, someone's knowledge, and the influence of someone environment.

2. Perceived behavioural control

To control perceived behaviour refers to perceptions that are capable of performing certain behaviours. It embodies the intention and interest of someone to take action.

3. Attitude towards the behavior

Attitudes toward a person's behavior refer to the formation of evaluations that have a positive or negative impact and the attitude influences the decision-making process properly.

This research is about the influence of the family environment, motivation and entrepreneurship education on entrepreneurship interests related to the two concepts contained in the Theory of Planned Behaviour (TPB). The concept of subjective norms is reflected through variables of family environment, entrepreneurship education, and motivation, while behavioural control is reflected through variables of entrepreneurship interest. This is supported by Krueger (2000) where Theory of Planned Behaviour (TPB), explains the relationship of factors that affect personal or individuals in entrepreneurship interest.

2.1.2. Entrepreneurship Interest

According to Syah (2011), interest is a high individual desire and enthusiasm for something. The passion and enthusiasm of the individual will be determined through participation which will make a person do things he likes and individuals tend to learn these things more deeply. Meanwhile, according to Muchammad (2014), interest is an act of someone who will not be separated from someone's

happy feelings about something, because if someone has been interested in doing something, it will certainly bring positive influence in the form of feeling happy and will bring it to a strong belief in doing a thing. Thus, interest is an individual's interest in something that makes the individual control, without anyone directing it or forced.

Entrepreneur is someone who is free and has the ability to live independently in carrying out their business activities. He is free to design, determine, manage, and control all his businesses. In addition, according to Peterson and Lee (2000), they explained that entrepreneurship could help increase employment opportunities, meet customer's needs and services, and improve the country's level of welfare and competitiveness. Meanwhile, According to Yuyus (2013), entrepreneur (entrepreneur) is someone who has the creativity and innovation of a new business that does it wholeheartedly, there is no doubt, and dare to take risks that exist intending to seek profits based on the opportunities that exist.

Entrepreneurship interest can be concluded with the opinion of Cahyaning (2014) that the interest in entrepreneurship is a desire that originates in individuals by creating new businesses with all the beliefs without a doubt and dare to take risks in order to achieve entrepreneurship success for a better life.

2.1.3. Family Environment

Al-Qudah et al., (2016) stated that an individual is social creature and family environment is the first basis in individual's life that introduces the meaning of learning and shows that he is a social creature that must always interact and socialize to the public.

The family is also a basic foundation for children that provides a basis for children's growth and development. It was the family who first introduced religion to children. That's way, the child's personality is formed by the family from the start. The family teaches adaptation to a good environment, how to respond to people, good communication, and attitudes that should be applied to older people. Here, parents are the only ones who have responsibility for children.

According to Slameto (2010), in essence, students who learn will accept the influence of factors from the family and researchers take these factors as indicators of family environment assessment, including:

1. The family's economic situation is a condition that is closely related to the child's development. A family economic situation raises a reason for children doing entrepreneurship to be willing to improve the economic situation of the family or as additional money for the personal child who feels inadequate with the allowance given by his parents.
2. The way parents in educating children is an act of parents who educate children subtly or rudely, and that is what makes the factor of developing children. Parents will certainly know how to educate their children because surely every child has a different character and must be treated differently so that the education that parents provide is really channeled to each child with each character.
3. Interaction between family members is an interaction between children and parents is important, especially with brothers who are loving, harmonious, caring for each other, and mutual respect for each other. In a family, the house must be

used as a place of harmony, where when there is free time, family members can exchange ideas, laughter, and share complaints. Especially if there are problems, deliberations are needed so that the problem can be resolved properly.

2.1.4. Motivation

According to Staniewski and Awrule (2019), motivation is associated with moderate risk, has personal responsibility for the outcome, and uses feedback to modify its performance. Meanwhile, According to Alma (2013), motivation is the desire to do something. The motivation for entrepreneurship does not exist from birth, but the process that is learned then is developed which makes the motivation for entrepreneurship exist in individuals who want to be entrepreneurs. Thus, entrepreneurship motivation is a condition that arises in a person to take action or achieve goals in the field of entrepreneurship.

According to Suryana (2003), factors that motivate entrepreneurship and researchers take these factors as indicators of motivation assessment, including:

1. Financial reasons, which is an incentive to make a living for get income, to become someone who has middle to upper economic status, to seek additional income, and as a guarantee of financial stability.
2. The reason for service, which is an encouragement that employs the community, to help and improve the community's economy to reduce the unemployment rate in Indonesia.
3. Reasons for self-fulfilment in worship, namely the drive to achieve something that is desired to achieve goals according to Islamic sharia, to avoid dependence

on others, and always be patient in facing trials, and to avoid businesses that are not Islamic.

2.1.5. Entrepreneurship Education

According to Ratten and Usmanij (2020), entrepreneurship education is learning related to business and community initiatives and has industrial relations in entrepreneurship education because of the experience-based on learning approach through educational institutions and other institutions, such as formal and non-formal institutions, training, and so on.

According to Mulyani (2011), integrating values entrepreneurship through entrepreneurship education and researchers take these values as indicators of entrepreneurship education assessment, including:

1. Creative, which is the pattern of thinking then doing something that is different from current goods or services to deliver new forms or outcomes, which is the opportunity to apply invention to solve problems then opportunities to improve and enrich life.
2. Innovative, namely the ability to apply creativity to solve problems and opportunities to improve and enrich life.
3. Independent, namely attitudes and behaviours that do not depend on others in completing tasks. Independent people are people who dare to make decisions and act on their own without having to depend on others. This independent attitude grows from the existence of trust in others.

4. Realistic, namely the ability to use facts or reality as a basis for rational thinking in every decision or action. Realistically adjust to existing circumstances and abilities.
5. Communicative, which is an action that shows a sense of happiness in talking, socializing, and cooperating with others.

2.2. Previous Researcher

No	Researcher	Variable	Method, Sample, Tools and Theory	Finding
1	Sari, 2015	<p>Dependent:</p> <ul style="list-style-type: none"> • Entrepreneurship Interest <p>Independent:</p> <ul style="list-style-type: none"> • Entrepreneurship Experience • Family Environment 	<p>Method:</p> <ul style="list-style-type: none"> • Quantitative <p>Sample:</p> <ul style="list-style-type: none"> • 30 Active students of Accounting Study Program batch 2011 of Universitas Muhammadiyah Surakarta <p>Tools:</p> <ul style="list-style-type: none"> • SPSS <p>Theory:</p> <ul style="list-style-type: none"> • Theory of Planned Behavior 	<p>Significant:</p> <ul style="list-style-type: none"> • Entrepreneurship Experience • Family Environment
2	Rosmiati, et al., 2015	<p>Dependent:</p> <ul style="list-style-type: none"> • Entrepreneurship Interest <p>Independent:</p> <ul style="list-style-type: none"> • Attitude • Motivation 	<p>Method:</p> <ul style="list-style-type: none"> • Quantitative <p>Sample:</p> <ul style="list-style-type: none"> • 127 Active students of Accounting Study Program Batch 2013 of Politeknik Negeri Kupang <p>Tools:</p> <ul style="list-style-type: none"> • SPSS <p>Theory:</p> <ul style="list-style-type: none"> • Theory of Planned Behavior & Internal Motivation Theory 	<p>Insignificant:</p> <ul style="list-style-type: none"> • Attitude • Motivation

3	Hidayat & Stephanie, 2015	<p>Dependent:</p> <ul style="list-style-type: none"> • Entrepreneurship Interest <p>Independent:</p> <ul style="list-style-type: none"> • Income • Entrepreneurship Education • Family Environment 	<p>Method:</p> <ul style="list-style-type: none"> • Quantitative <p>Sample:</p> <ul style="list-style-type: none"> • 72 Active Studentns of Accounting Study Program Batch 2012-2015 of Universitas Kristen Maranatha <p>Tools:</p> <ul style="list-style-type: none"> • SPSS <p>Theory:</p> <ul style="list-style-type: none"> • Theory of Planned Behavior & Attribution Theory 	<p>Significant:</p> <ul style="list-style-type: none"> • Income • Family Environment <p>Insignificant:</p> <ul style="list-style-type: none"> • Entrepreneurship Education
4	Syaifudin, 2016	<p>Dependent:</p> <ul style="list-style-type: none"> • Entrepreneurship Interest <p>Independent:</p> <ul style="list-style-type: none"> • Personality • Entrepreneurship Education • Family Environment 	<p>Method:</p> <ul style="list-style-type: none"> • Quantitative <p>Sample:</p> <ul style="list-style-type: none"> • 139 Active students of Accounting Study Program batch 2012 – 2014 of Universitas Negeri Yogyakarta <p>Tools:</p> <ul style="list-style-type: none"> • Used Trial Techniques <p>Theory:</p> <ul style="list-style-type: none"> • Theory Planned Behavior 	<p>Significant:</p> <ul style="list-style-type: none"> • Personality • Entrepreneurship Education • Family Environment
5	Nurikasari, 2016	<p>Dependent:</p> <ul style="list-style-type: none"> • Entrepreneurship Interest <p>Independent:</p> <ul style="list-style-type: none"> • Creativity • Entrepreneurship Education • Motivation 	<p>Method:</p> <ul style="list-style-type: none"> • Quantitative <p>Sample:</p> <ul style="list-style-type: none"> • 48 active students of economics study program of Universitas Kanjuruhan Malang <p>Tools:</p> <ul style="list-style-type: none"> • SPSS <p>Theory:</p> <ul style="list-style-type: none"> • Theory Planned Behavior 	<p>Significant:</p> <ul style="list-style-type: none"> • Creativity • Motivation <p>Insignificant:</p> <ul style="list-style-type: none"> • Entrepreneurship Education

6	Sandi and Nurhayati, 2020	<p>Dependent:</p> <ul style="list-style-type: none"> • Entrepreneurship Interest <p>Independent:</p> <ul style="list-style-type: none"> • Family Environment • Entrepreneurship Education • Self-Efficacy 	<p>Method:</p> <ul style="list-style-type: none"> • <p>Sample:</p> <ul style="list-style-type: none"> • 191 active students of management study program of Universitas Mercu Buana Jakarta <p>Tools:</p> <ul style="list-style-type: none"> • PLS <p>Theory:</p> <ul style="list-style-type: none"> • Self-Efficiency Theory 	<p>Significant:</p> <ul style="list-style-type: none"> • Self-Efficacy <p>Insignificant:</p> <ul style="list-style-type: none"> • Family Environment • Entrepreneurship Education
7	Suwarni, 2019	<p>Dependent:</p> <ul style="list-style-type: none"> • Entrepreneurship Interest <p>Independent:</p> <ul style="list-style-type: none"> • Family Environment • Entrepreneurship Education • Self-Efficacy 	<p>Method:</p> <ul style="list-style-type: none"> • Quantitative <p>Sample:</p> <ul style="list-style-type: none"> • The population in this study were all students of the Faculty of Economics, University of Jakarta <p>Tools:</p> <ul style="list-style-type: none"> • SPSS <p>Theory:</p> <ul style="list-style-type: none"> • Self-Efficiency Theory 	<p>Significant:</p> <ul style="list-style-type: none"> • Self-Efficacy • Entrepreneurship Education • Family Environment

2.3. Hypothesis Formulation

2.3.1. Family environment has a positive effect on entrepreneurship interest

According to Al-Qudah et al., (2016), they stated that an individual is social creature and family environment is the first basis in individual's life that introduces the meaning of learning and shows that he is a social creature that must always interact and socialize to the public. The family is also a basic foundation for children that provides a basis for children's growth and development. Students who are in a supportive family environment for students in entrepreneurship will foster interest

in entrepreneurship in students. This is because there are factors that make aspects in the family environment encourage students to foster an interest in entrepreneurship.

Theory of Planned Behaviour (TPB) can be associated with entrepreneurship education variables. The concept of this theory is a subjective norm that refers to a social pressure that appears to do or not do the behaviour. The stronger the support from the family, someone will tend to foster interest in entrepreneurship. Therefore, attitude can be related to the Theory of Planned Behaviour (TPB).

This is supported by Hidayat & Sthepanie (2015), Sari (2015), and Septianti (2016) stated that if a person is in a family environment that supports doing business, the higher one's intention to do entrepreneurship. This is different from the research conducted by Suharbayu (2017) and Muzzaka (2014) which found that the pattern of parent-child relationships that are not close makes the interest of students to become entrepreneurs reduced.

Based on this explanation, the first hypothesis proposed in this research is:

H1: Family Environment Has a Positive Impact on Entrepreneurship Interest.

2.3.2. Motivation has a positive effect on entrepreneurship interest

According to Staniewski and Awrule (2019), motivation is associated with moderate risk, has personal responsibility for the outcome, and uses feedback to modify its performance. The motive itself means need, drive, or desire. A person's motivation depends on the strength of a motive. Motivation means a series of attitudes that affect the individual in achieving the goals expected by each individual. Therefore, entrepreneurship motivation is a condition that arises in a

person to take action or achieve goals in the field of entrepreneurship. A student who has more motivation to do entrepreneurship or student interest in entrepreneurship, it will generate interest in entrepreneurship. This is because when a student is motivated because of certain aspects, it can foster interest in entrepreneurship.

Theory of Planned Behaviour (TPB) can be associated with motivation variables. By the concept of this theory is a subjective norm that refers to a social pressure that appears to do or not do the behaviour. Therefore, students who have motivation will tend to be more interested in entrepreneurship, while students who have no motivation at all tend to be not interested in entrepreneurship. Therefore, attitude can be related to the Theory of Planned Behaviour (TPB).

This is supported by the research by Rifkhan (2017), Nurikasari (2016), and Septianti (2016) stated that a person who has the motivation to succeed tends to be more interested in entrepreneurship. In contrast to the research by Hendrawan and Sirine (2017), Rosmiati, et al., (2015), and Anggraini (2002) stated that at the level of lectures, student life is still borne by parents which causes a lack of motivation for students to become entrepreneurs to meet their own needs. Based on these explanations, the second hypothesis proposed in this study is:

H2: Motivation Has a Positive Impact on Entrepreneurship Interest

2.3.3. Entrepreneurship education has a positive effect on entrepreneurship interest

Entrepreneurship education, in general, is an educational process that applies principles and methodologies towards the formation of life skills in their students

through an integrated curriculum developed in the educational environment. Entrepreneurship education includes education programs that pursue aspects of entrepreneurship as an important part of equipping students' competencies. Someone who gets an entrepreneurship education during his studies can make someone understand how the values of entrepreneurship are possible to foster interest in entrepreneurship. Besides, entrepreneurship education in intellectual knowledge possessed by an individual can later help an individual do creative and innovation and get involved in the field of entrepreneurship.

Theory of Planned Behaviour (TPB) can be associated with entrepreneurship education variables. By the concept of this theory is a subjective norm that refers to a social pressure that appears to do or not do the behaviour. A student who has strong entrepreneurship knowledge, when attending entrepreneurship education courses tends to pay close attention because he has an interest in entrepreneurship interests. Therefore, entrepreneurship education can be linked to the Theory of Planned Behaviour (TPB).

This is supported in research by Syaifudin (2016), Atmaja (2016), and Permatasari (2016), which states that the better the entrepreneurship education received by students, the better the interest in entrepreneurship among students. In contrast to Nurikasari (2016), Adetia (2017), Zulianto, et al., (2017), Suharbayu (2017), and Hidayat & Sthepanie (2015) stated that entrepreneurship education obtained by students is not following the formation of character and entrepreneurship abilities in students so that does not affect students' interest in

entrepreneurship. Based on this explanation, the third hypothesis proposed in this study is:

H3: Entrepreneurship Education Has a Positive Impact on Entrepreneurship Interest.

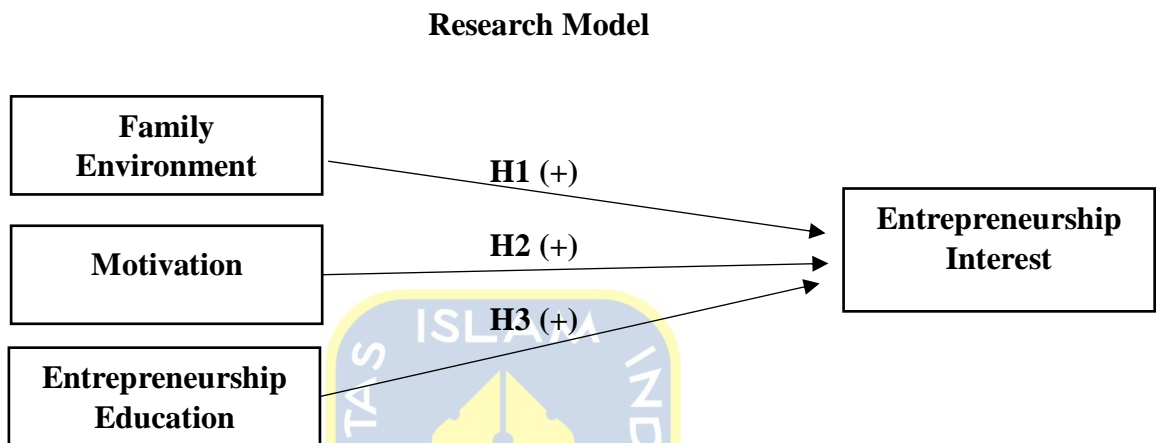


Figure 2.4 The relationship between the dependent and independent variable

CHAPTER III: RESEARCH METHOD

3.1. Research Type

This research used a quantitative method to perform the research. The data collected from the samples of population were taken from the primary data directly from the respondents. The data were obtained by distributing questionnaire to the respondents.

3.2. Population and Sample

The population used in this study was active students of Faculty of Business and Economics, Universitas Islam Indonesia that were mostly accounting students who already took entrepreneurship education and have not taken any entrepreneurship education. For this analysis, the survey used a nonprobability sampling method. The nonprobability sampling is a sampling technique which does not provide an opportunity for samples to be selected as a sample for every item or members of the population. The method used for the nonprobability sampling was a purposive sampling because there were several considerations of the researcher when taking samples. One of the reasons was that the students included in this study were active students of Faculty of Business and Economics, Universitas Islam Indonesia. This research was conducted by collecting data from active students of the Faculty of Business and Economics, Universitas Islam Indonesia, especially students of Accounting Study Program.

The method used by the researcher for calculating the minimum sample in this research was by utilising the simple random sampling technique, by using

Slovin formula. The reason to use Slovin formula was because, in sampling, the numbers must be representative so that the results of the study can be generalized and the calculations do not require a table of the number of samples, but it can be done with formulas and simple calculations.

$$n = \frac{N}{1 + Ne^2}$$

Where:

n = the sample size

N = the population size

e = the level of precision (error)

The number used for the population is the total of active students from Accounting Study Program, Universitas Islam Indonesia batch 2016 – 2019, which are 1481 students (Accounting Study Program Universitas Islam Indonesia, 2020) as described in table 3.1. The error tolerated in the research is usually either 10% or 5%, and the error used in this research is 10% due to social research results, which are difficult to guarantee data accuracy as in certain scientific research.

Table 3. 1 The Number of Active Students in Accounting Study Program

Batch	Number of Active Students
2016	218
2017	402
2018	368
2019	404

$$= \frac{1481}{1 + 1481 \times 10\%^2}$$

Based on the above calculations, the results obtained that 94 accounting students with an error rate of 10% are the minimum number of samples that can be used in this study. The error level of 10% in this study was taken based on the time, cost, and energy limitations as well as the researcher's borne size of the risk because this study is social so that the level of accuracy of the results is low.

3.3. Data Collection Method

The data collection method used primary data collected from the questionnaire. This questionnaire contains of questions related to independent variables namely family environment, motivation and entrepreneurship education. Meanwhile the dependent variable is entrepreneurship interests. The questionnaire used in this study adopted a number of previous studies and has been modified. The family environment variable was adopted from the research of Wisnu (2015) and Setiawan (2016). Motivational variable was adopted from the study of Wisnu (2015) and Wahyono (2016). Entrepreneurship education variable was adopted from Wisnu's research (2015). The variable of entrepreneurship interest was adopted from the study of Saadah (2016).

In measuring the existing variables (family environment, motivation, entrepreneurship education, and entrepreneurship interest), the researcher used a Likert measurement scale that has been modified so that it has a range of values from 1 to 4. According to Sugiyono (2007), the Likert scale is used to measure attitudes, opinions, and a person's perception or group of people about social

phenomena. The range of Likert scale values used has been modified with the aim of avoiding the attitude of respondents who answer questions on neutral or hesitant choices.

3.4. Research Variable

This research has two types of variables, dependent and also independent variables. Further detail about those variables are explained below:

3.4.1. Dependent Variable

3.4.1.1. Entrepreneurship Interest

According to Sugiyono (2012), the dependent variable is the variable that is affected or that is the result because of the independent variables. The dependent variable in this study are entrepreneurship interest. Indicators for assessing these variables are described in Table 3.2

Table 3. 2 Questions for Entrepreneurship Interest

No.	Variable Indicator	Questions	Resource
1.	Internal Factor	<ol style="list-style-type: none"> 1. I do not want to work under someone else's order. 2. I do not want to depend on my work to others. 	Saadah (2016)
2.	Social Factor	<ol style="list-style-type: none"> 3. It is now more difficult to find work than having to open your own business. 4. To achieve prosperity, an effort is needed. 	Saadah (2016)
3.	Emotional Factor	<ol style="list-style-type: none"> 5. I want to be creative with the ideas that I have in my business. 6. I want to create a business field for the surrounding community 	Saadah (2016)

3.4.2. Independent Variable

3.4.2.1. Family Environment

The family environment is the first basis in human life that introduces the meaning of learning and shows that he is a social creature who must always interact and socialize to the public, where this is the initial influence on the formation of personality. Indicators for assessing these variables are shown in Table 3.3.

Table 3. 3 Questions for Family Environment

No.	Variable Indicator	Questions	Resource
1.	Economic conditions.	1. My daily needs are always fulfilled. 2. My parents are able to meet the needs of my school.	Wisnu (2015)
2.	The way parents educate children.	3. My parents / guardians educated me to try and work hard. 4. My parents / guardians motivate me to do entrepreneurship	Setiawan (2016)
3.	Interaction between family members.	5. Me, my parents / guardians and siblings use my free time to tell stories and exchange ideas about the business that I run. 6. When experiencing difficulties, I will discuss with my family members	Wisnu (2015)

3.4.2.2. Motivation

Motivation means a series of attitudes that affects the individual in achieving the goals expected by each individual. Indicators for assessing these variables are illustrated in Table 3.4.

Table 3. 4 Questions for Motivation

No.	Variable Indicator	Questions	Resource
1.	Financial reasons	1. I want to help my parents in financial matters. 2. I want the business to earn extra money.	Wisnu (2015)
2.	Service Reasons	3. I want to provide a new job vacancy. 4. I want to improve the economy of the surrounding community by providing jobs	Wisnu (2015)
3.	Reasons for fulfillment in worship	5. I believe that doing business is part of worship. 6. I believe that Allah guarantees the fortune of all his creatures 7. I am not waiting for destiny to change my life 8. I got more excited when there was a Qur'anic verse mentioned about entrepreneurship	Wahyono (2016)

3.4.2.3. Entrepreneurship Education

Entrepreneurship education in general is an educational process that applies the principles and methodology towards the formation of life skills in their students through an integrated curriculum developed in the educational environment. Variable of entrepreneurship education in this research was meant to imply that students who have taken entrepreneurship courses and who have not taken

entrepreneurship courses in Universitas Islam Indonesia especially accounting study program since entrepreneurship course in Universitas Islam Indonesia is obligatory for every student of accounting study program. Therefore, in this research, the respondent will directly be divided into two, which are those already took entrepreneurship course as an entrepreneurship education and who has not taken entrepreneurship course as a non-entrepreneurship education. Since the option is only two so that the regression model used in this research are dummy variable. According to Handoko (2013), a dummy variable is a variable used to quantify a qualitative object such as race, gender, different situation, etc., a categorical variable that will have links, relationships or continuations with other variables. This variable will be considered as 1 that is the first option meaning that the student has taken entrepreneurship course, and 0 as the other option which is a student that have not taken entrepreneurship course.

3.5. Data Analysis Method

To determine the effect of each independent variable on the dependent variable, this study used multiple linear regression analysis techniques. Meanwhile the statistical testing tool used the 21st edition of the SPSS application.

3.5.1. Validity Test

Validity test is a measure that shows how far the measuring instrument is capable of measuring what to measure. This test is done to check the validity of the questionnaire statements, whether the statement is capable of revealing something measured by the questionnaire. A questionnaire is valid if the questionnaire is

capable of revealing something the research problem needs (Ghozali, 2018). If r table $< r$ count (significance level = 5%), it is considered valid and vice versa.

3.5.2. Reliability Test

Reliability test, according to Ghozali (2013), is a tool for measuring a questionnaire which is an indicator of a variable. A questionnaire is stated to be reliable if the answer given by a person from time to time is consistent or stable.

3.5.3. Descriptive Statistics

Descriptive statistics is a statistical tool that functions to describe the data collected as it is without the intention of drawing conclusions that are generally applicable and describing statistically the research variables.

3.5.4. Classical Assumption Test

Regression models must meet several hypotheses called classical assumption and this is intended to avoid bias gain. Therefore, before testing the research hypothesis ' multiple regression analysis, a classic assumption test on the data processed should be done as follows:

3.5.4.1. Normality Test

The normality test functions to find out if each variable in the study is normally distributed or not according to Ghozali (2018). A normality test is needed because the residual value follows normal distribution to test other variables. If this assumption is breached then the statistics test will become invalid and parametric statistics will not be possible. In this study, the normality test used the Kolmogrov

Sminorv method. A good model of regression analysis should have a normal or practically normal distribution.

3.5.4.2. Multicollinearity Test

Multicollinearity testing, according to Ghozali (2018), aims to test whether the regression model has found a relationship between independent variables. The correlation between independent variables should not occur on a good regression model. If there is correlation between the independent variables, then these variables are not orthogonal. Orthogonal variables are independent variables, having a correlation value equal to zero between fellow independent variables. Multicollinearity testing can be done by looking at the tolerance value and its opponents. A regression model is said to be multicollinearity if the tolerance value <0.10 or equal to the VIF value > 10 .

3.5.4.3. Heteroscedasticity Test

According to Ghozali (2018) heteroscedasticity test serves to test whether in the regression model there is a difference in the variance of residuals between one observation to another. If the residual value variance is fixed from one observation to another, then it is called Homocedasticity and if the variance differs from one observation to another, it is called Heteroscedasticity. A scatter plot graph is used to perform this test. If the point on the Y axis spreads above or below zero it means that there is no heteroscedasticity. However, if there is a certain pattern then there has been heteroscedasticity. In the meantime, a good regression model could be called a good model if the heteroscedasticity does not occur.

3.5.5. Multiple Linear Regression Analysis

The method used in this study for the data analysis is a multiple linear regression analysis. This analysis is used to measure the relationship strength between two or more variables and to indicate the direction of the relationship between the dependent variable and the independent variant. Three independent variables are used in this study so the equation is as follows:

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$$

Information:

Y = Entrepreneurship Interest

A = Constant

X₁ = independent variable family environment

X₂ = Independent variable motivation

X₃ = Independent variable entrepreneurship education

β₁... β₃ = Regression coefficient to be calculated

ε = Error term, which is the level of error in the estimator research

3.5.6. Coefficient of Determination (R²)

The Coefficient of Determination (R²) test is performed to determine how much the percentage of the independent variables contributes to the dependent variable together. This test is seen from how much the independent variable used in the study can explain the variable dependent on it.

3.5.7. Independent Sample T-Test

Independent sample t-test is used to compare two different means or another statistical difference between two different groups whether it is significant or not.

CHAPTER IV: DATA ANALYSIS AND DISCUSSIONS

4.1. Data Gathering Results

The respondents in this research were divided into two, the students that already took entrepreneurship education and students that have not taken any entrepreneurship education. The questionnaires spread into 94 respondents, and all of the responses were usable. The total of the respondents was 94, where 45 of them are the students that already took entrepreneurship education, and 49 students are those have not taken any entrepreneurship education.

4.2. Respondent Characteristics

In this research, the respondent's characteristics are categorized into gender, age, batch, current GPA, student having a business or not, expectation after graduation, and students that already took or have not taken entrepreneurship education.

4.2.1. Based on Gender

The respondents' detail characteristics are shown in Table 4.1.

Table 4. 1 Respondents' Characteristics based on Gender

Gender	Quantity	Percentage
Male	52	55.3%
Female	42	44.7%
Total	94	100%

Source: Primary Data, 2020

Based on the table above, it showed that the characteristics of respondents based on gender, most of the respondents are male which is 55.3% or 52 students and female are 44.7% or 42 students. From the results it can be concluded that the most respondent is male.

4.2.1. Based on Age

The researcher divided the category of the respondent's age into three, with the further detail shown in Table 4.2.

Table 4. 1 Respondents' Characteristics based on Age

Age	Quantity	Percentage
16	7	7.4%
17	39	41.5%
18	6	6.4%
19	2	2.1%
20	5	5.3%
21	15	16.0%
22	17	18.1%
23	2	2.1%
24	1	1.1%
Total	94	100%

Source: Primary Data, 2020

Based on the table above, it showed that the characteristics of respondents based on age, the respondents who age 16 are 7 students (7.4%), age 17 are 39 students (41.5%), age 18 are 6 students (6.4%), age 19 are 2 students (2.1%), age 20 are 5 students (5.3%), age 21 are 15 students (16%), age 22 students (18.1%), age 23 are 2 students (2.1%), and age 24 is 1 student (1.1%). From the results, it can be concluded that the most respondent is 17 years old.

4.2.2. Based on Batch

The researcher spread the category of the respondents from batch 2016 - 2019 with the further detail shown in Table 4.3.

Table 4. 3 Respondents' Characteristics based on Batch

Batch	Quantity	Percentage
2016	30	31.9%
2017	9	9.6%
2018	9	9.6%
2019	46	48.9%
Total	94	100%

Source: Primary Data, 2020

Based on the table above, it showed that the characteristics of respondents based on their batch, batch 2016 are 30 students (31.9%), batch 2017 are 9 students (9.6%), batch 2018 are 9 students (9.6%), and batch 2019 are 46 students. From the results, it can be concluded that the most respondent is from batch 2019.

4.2.3. Based on Current GPA

The researcher also found out the current GPA of the students showed in Table 4.4.

Table 4. 4 Respondents' Characteristics based on Current GPA

GPA	Quantity	Percentage
2.00 – 2.5	3	3.2
2.51– 3.00	20	21.3
3.01– 3.50	53	56.4
> 3.5	18	19.1
	94	100.0

Source: Primary Data, 2020

Based on the table above, it showed the characteristics of respondents based on current GPA. The students having the GPA 2.00 – 2.5 are 3 students (3.2%), GPA 2.51 – 3.00 are 20 students (21.3%), GPA 3.01 – 3.50 are 53 students (56.4%) and GPA > 3.5 are 18 students (19.1%). From the results, it can be concluded that the most respondent is from a student having GPA 3.01 – 3.50.

4.2.4. Based on Having a Business or Not

The respondent involvement in the business activities are summed in the Table 4.5.

Table 4. 2 Respondents' Characteristics based on Having a Business or Not

Business	Quantity	Percentage
Have	36	38.3%
Does not have	58	61.7%
Total	94	100%

Source: Primary Data, 2020

The table above showed the characteristics of respondents based on the student's business ownership. From the table, it can be seen that there are 36 students (38.3%) having a business while 58 of them (61.7%) do not have. From the results, it can be concluded that the most of student respondents do not have any business.

4.2.5. Based on Expectation after Graduation

The researcher also found out the expectation of the students after they have graduated from Universitas Islam Indonesia. Detail characteristics based on expectation after graduation are shown in Table 3.6.

Table 4. 6 Respondents' Characteristics based on Expectation After Graduation

Expectation after graduation	Quantity	Percentage
Entrepreneurship	46	48.9%
Working at public sector	10	10.6%
Working at accountant field	13	13.8%
Working at company	25	26.6%
Total	94	100%

Source: Primary Data, 2020

The table above showed that the characteristics of respondents based on their expectation after graduation. The respondents having expectations to become entrepreneurs after graduation are 46 students (48.9%), working at public sector are 10 students (10.6%), working at accountant field are 13 students (13.8%), and working at company are 25 students (26.6%). From the results it can be concluded that the most of respondent expect to become entrepreneurs after graduation.

4.2.6. Based on Entrepreneurship Education

The last characteristic is about entrepreneurship education, whether the students already took or has not taken entrepreneurship education with the detail characteristics shown in the Table 4.7.

Table 4. 7 Respondents' Characteristics based on Entrepreneurship Education

Entrepreneurship Education	Quantity	Percentage
Has not taken	49	52.1%
Already took	45	47.9%
Total	94	100%

Source: Primary Data, 2020

The table above showed that the characteristics of respondents based on those having taken or having not taken entrepreneurship education. The result showed that the students that have not taken any entrepreneurship education are 49 students (52.1%) and those already took are 45 students (47.9%). From the results, it can be concluded that the most of respondents have not taken yet any entrepreneurship education.

4.3. Instrument Test

4.3.1. Validity Test

Validity test is used to measure the validity of a questionnaire. Validity test is done by using SPSS and this validity test uses Pearson Correlation by calculating the correlation between the scores of each question item and the total score. The results of testing the validity of research instruments are summarized in the Table 4.8.

Table 4. 8 Validity Test

Variable	Instrument Code	R count	R table	Results
Entrepreneurship Interest	Y.1	.742	0,198	Valid
	Y.2	.826	0,198	Valid
	Y.3	.795	0,198	Valid
	Y.4	.860	0,198	Valid
	Y.5	.884	0,198	Valid
	Y.6	.859	0,198	Valid
Family Environment	X1.1	.838	0,198	Valid
	X1.2	.872	0,198	Valid
	X1.3	.881	0,198	Valid
	X1.4	.853	0,198	Valid
	X1.5	.872	0,198	Valid
	X1.6	.878	0,198	Valid
Motivation	x2.1	.875	0,198	Valid
	x2.2	.904	0,198	Valid
	x2.3	.847	0,198	Valid
	x2.4	.870	0,198	Valid
	x2.5	.894	0,198	Valid
	x2.6	.931	0,198	Valid
	x2.7	.908	0,198	Valid
	x2.8	.939	0,198	Valid

Source: Primary Data, analysed using SPSS, 2020

Based on the results of validity test shown in Table 4.8., it can be seen that all of the questions asked about entrepreneurship interest, family environment and

motivation variable are higher than the R table value. Then, the instruments can be concluded as valid. The other variable such as entrepreneurship education is not necessarily tested using the validity test because they used a dummy variable.

4.3.2. Reliability Test

The reliability test is carried out to find out the level of consistency of the instruments being measured. Reliability is a requirement that the questionnaire can be said to be valid. In this study, the reliability test measurements were carried out with the Cronbach Alpha test. Cronbach Alpha test is done by correlating one statement item with another statement item for each variable with a Cronbach alpha value ≥ 0.6 to be said to be reliable. The reliability test can be seen in the Table 4.9.

Table 4. 9 Reliability Test

Variable	Cronbach's Alpha	Critical Value	Conclusion
Entrepreneurship Interest	0.907	0.60	Reliable
Family Environment	0.933	0.60	Reliable
Motivation	.965	0.60	Reliable

Source: Primary Data, analysed using SPSS, 2020

Based on the table above, it showed that Cronbach's Alpha scores for entrepreneurship interest, family environment and motivation are higher than 0.6 so that it can be concluded that the questions in the questionnaire on each variable is considered as reliable. Also, the other variable such as entrepreneurship education is not necessarily tested by using reliability test because they used a dummy

variable, meaning that the reliability test is not necessary for the entrepreneurship education variable.

4.4. Descriptive Statistics

The descriptive statistic test is done by using SPSS so that it can be seen the minimum, maximum, standard deviation, and mean in details for each variable. The results of the descriptive statistics are shown in Table 4.10.

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Entrepreneurship Interest	94	1.17	4.00	3.1700	.75569
Family Environment	94	1.00	4.00	3.1650	.81115
Motivation	94	1.00	4.00	3.3848	.83572
Valid N (listwise)	94				

Table 4. 10 Descriptive Statistics

Source: Primary Data, analysed using SPSS,2020

Based on the Table 4.10., it showed that Family Environment variable gets a minimum score of 1 and a maximum of 4 and the mean is 3.1650. Motivation variable gets a minimum score of 1 and maximum of 4 and mean is 3.3848. Then, Entrepreneurship Interest variable showed the minimum score of 1 and maximum of 4 and the mean is 3.1700. While Entrepreneurship Education variable is not necessarily tested because it used a dummy variable.

4.5. Classical Assumption Test

4.5.1. Normality Test

The normality test aims to determine whether each variable in this study is normally distributed or not. A normality test is needed to test other variables by assuming that the residual value follows the normal distribution. If this assumption is violated then the statistics test becomes invalid and parametric statistics cannot be used. Testing the normality of data distribution in this study used the Kolmogorov-Smirnov method. The results of normality test calculations can be summarized in the following table.

Table 4. 11 Normality Test

Kolmogorov-Smirnov Z	Asymp. Sig.	Conclusion
0,663	0,771	Normal

Source: Primary Data analysed using SPSS, 2020

Based on the table above, it can be found asymp. sig value of $0.771 > 0.05$ so that it can be concluded that the data are normally distributed.

4.5.2. Multicollinearity Test

Multicollinearity test aims to test whether the regression model had a relationship between independent or independent variables. This test is necessary because this study used a multiple regression analysis. A multicollinearity test is done by looking at Tolerance and VIF. If the tolerance is close to 1, and the VIF is not more than 10, then it is concluded that multicollinearity does not occur. The results of this test are described as follows:

Table 4. 12 Multicollinearity Test

Model	Unstandardized Coefficients		Collinearity Statistics		Conclusion
	B	Std. Error	Tolerance	VIF	
(Constant)	2.427	.849			
Family Environment	.306	.096	.185	5.414	Multicollinearity free
Motivation	.383	.068	.193	5.189	Multicollinearity free
Entrepreneurship Education	.854	.429	.869	1.150	Multicollinearity free

Source: Primary Data, analysed using SPSS,2020

Based on the table above, it can be seen that the tolerance value > 0.10 or VIF value < 10 so that there is no multicollinearity.

4.5.3. Heteroscedasticity Test

Heteroscedasticity test serves to test whether in the regression model occurs differences in the variance of residuals between one observation to another. A good regression model is when a homoscedasticity or heteroscedasticity does not occur. Heteroscedasticity test is resulted by regressing between independent variables and absolute standardized residuals are summarized in the following table.

Table 4. 13 Heteroscedasticity Test

Independent Variable	Sig.	Conclusion
Family Environment	0,150	Heteroscedasticity free
Motivation	0,069	Heteroscedasticity free
Entrepreneurship Education	0,755	Heteroscedasticity free

Source: Primary Data, analysed using SPSS,2020

Based on the table above, it can be seen that the sig. value is greater than 5% (0.05). Thus, the variables proposed in the study have no heteroscedasticity occurred.

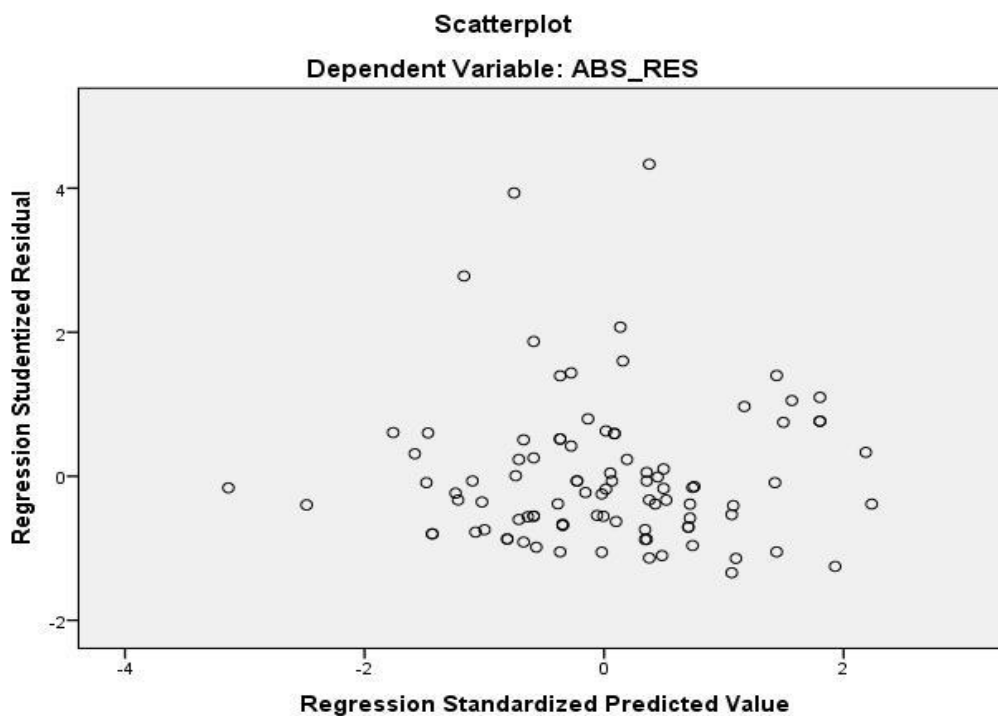


Figure 4. 1 The Heteroscedasticity Test using Scatterplot

From the Figure 4.1 above, it is known that the data is above or below 0 and the data is more likely to spread or not form certain patterns so that there is no heteroscedasticities.

4.6. Multiple Linear Regression

The hypothesis in this study was tested by the multiple linear regression analysis using SPSS. This regression is used to analyse how significant the independent variable in affecting the dependent variable. The variable will be considered as significant when the significance value is lower than 0.05. When it is higher, it will be considered as not significant. The results of multiple linear

regression analysis with multi linear regression method, presented in the following analysis.

Table 4. 3 Multiple Linear Regression Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.427	.849		2.858	.005
Family Environment	.306	.096	.328	3.190	.002
Motivation	.383	.068	.565	5.605	.000
Entrepreneurship Education	.854	.429	.095	1.991	.049

Source: Primary Data, analysed using SPSS, 2020

From the data analysis shown in Table 4.14, the multiple linear regression can be substituted by the formula as follows:

$$\mu Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_p X_p + \varepsilon$$

This formula will be used into entrepreneurship interest, and we can get entrepreneurship interest equation can be shown below:

$$\text{Entrepreneurship Interest} = 2.427 + 0.306 (\text{Family Environment}) + 0.383 (\text{Motivation}) + 0.854 (\text{Entrepreneurship Education})$$

With explanations as follows:

1. The constant value is 2.427, meaning that the entrepreneurship interest or dependent variable would not be affected by the independent variables in any case.

2. The Family Environment coefficient is 0.306, meaning that every time there is an improvement of the family environment variable by 1, the value will also increase by 0.306 by assuming another variable has no change or constant.
3. The Motivation coefficient is 0.383, meaning that every time there is an improvement of the motivation variable by 1, the value will also increase by 0.383 by assuming another variable has no change or constant.
4. The Entrepreneurship Education coefficient is 0.854, meaning that every time there is an improvement of the entrepreneurship education variable by 1, the value will also increase by 0.854 by assuming another variable has no change or constant.

4.7. Coefficient of Determination (R^2)

Determination Coefficient Test (R^2) serves to find out how much influence between the independent variable of the dependent variable. This test can be seen from how much the independent variable used in the study can explain the dependent variable. The value of R^2 lies between 0 to 1 ($0 \leq R^2 \leq 1$).

Table 4. 15 Coefficient of Determination (R^2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.908 ^a	.824	.818	1.936

Source: Primary Data, analysed using SPSS, 2020

Based on the table of estimated results of the regression equation in the regression analysis, a correlation coefficient (R) of 0.908 and a coefficient of

determination (adjusted R^2) of 0.818 is obtained. The magnitude of the coefficient of determination showed that the level of accuracy (goodness of fit) of the function relationship is 0.818 which means that statistically the independent variables, family environment, motivation and entrepreneurship education contribute simultaneously to the interests of entrepreneurship in active students at the Faculty of Business and Economics, Universitas Islam Indonesia by 81.8% while 19,2% is influenced by other variables.

4.8. Independent Sample t-Test

In this research, the researcher has conducted the independent t-test comparison to find out the difference of two groups, such as entrepreneurship education towards entrepreneurship interest. If the Sig. 2 tailed value is lower than 0.05, then the variable has significant differences between two groups. On the other hand, when the value of Sig. 2 tailed is higher than 0.05, then there is no significant difference in the results of the two groups.

4.8.1. Entrepreneurship Education towards Entrepreneurship Interest

This section will show the students that already took entrepreneurship education and students that have not taken entrepreneurship education towards entrepreneurship interest. The data gathered has been analysed and the results are shown in the Table 4.16 as follows:

Table 4. 46 Independent Sample T-Test for Entrepreneurship Education towards Entrepreneurship Interest

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Entrepreneurship Interest	Equal variances assumed	12.570	.001	3.967	.000	-.57508	.14496
	Equal variances not assumed			4.058	.000	-.57508	.14173

Source: Primary Data, analysed using SPSS, 2020

Based on the table above, the significant two-tailed for Entrepreneurship Interest is 0.000 which is lower than 0.05 so that there is a significant difference between the Entrepreneurship Interest of the students who have taken the entrepreneurship education and those who have not taken the entrepreneurship education. Further details of the difference are shown below:

Table 4. 57 Group Statistics for Entrepreneurship Education towards Entrepreneurship Interest

Group Statistics					
Entrepreneurship Education		N	Mean	Std. Deviation	Std. Error Mean
Entrepreneurship Interest	Has not taken	49	2,8947	.85710	.12244
	Already took	45	3,4698	.47886	.07138

Source: Primary Data, analysed using SPSS, 2020

Based on the table of group statistics, it showed that the mean of Entrepreneurship Interest for students who have not taken Entrepreneurship Education is 2.8947, and the mean of Entrepreneurship Interest for students who already took Entrepreneurship Education is 3.4698. This means that this result **Supports Hypothesis Three** that students who have taken the entrepreneurship education having more entrepreneurship interest.

The results of this study support a research conducted by Syaifudin (2016) that entrepreneurship education has a significant influence on entrepreneurship interest with a value of $t \text{ count } 4.230 > t \text{ table } 1.977$ with a significance value of 0.000. This indicated that entrepreneurship education has a positive influence. The better the entrepreneurship education received by students, the better the interest in entrepreneurship for students. On the other hand, according to Atmaja (2016) that entrepreneurship education also has a significant value with an F value of 55.520

and a significance value of $0.000 < 0.05$. This explained that there is an influence between entrepreneurship education and entrepreneurship interest.

This indicates that the role of entrepreneurship education can affect entrepreneurship interest because a student who gets knowledge from entrepreneurship education can implement and factors related to entrepreneurship education, such as creative, innovative, realistic, independent, and communicative also support this variable towards entrepreneurship interest.

4.9. Discussion and Analysis

4.9.1. Effect of Family Environment toward the Entrepreneurship Interest

This research result show that family environment affects the entrepreneurship interest. Based on the data in table 4.14, it could be seen that significant value of family environment is 0,002 or lower than 0,005. So, it could be concluded that the result is positive and these results indicate that the family environment has a positive and significant effect on entrepreneurship interest in active students at the Faculty of Business and Economics at the Islamic University of Indonesia. This indicates that the role of the family environment can influence entrepreneurial interest, because if a student is in a family environment that supports business, the higher the intention of someone to do entrepreneurship. As well as factors related to the family environment, such as economic conditions, how parents educate their children, and interactions between family members also support this variable on entrepreneurial interest.

Based on the Theory of Planned Behaviour stated that the concept of subjective norm is reflected through variable of family environment

which is refer to social pressure that appears to do or not perform the behaviour like the influence of someone environment, it could be conclude that theory planned behaviour in line with the result of this research Family environment has significant influence on entrepreneurship interest of the students in Faculty of Business and Economics, Universitas Islam Indonesia.

The results of this study support from previous researcher conducted by Sari (2015) that the family environment has a significant influence on entrepreneurship interest by showing the at-count value of 4,411 > table 1,979 with a significance value of 0,000 which indicates that family environment has a positive effect on entrepreneurship interest. On the other hand, according to Hidayat & Stephanie (2015) that based on the results of calculations using SPSS, the value of 4.045 was obtained, with a sig value of 0,000, where the sig value was less than 0.05. So, it can be concluded, that the family environment variable has a significant positive effect on entrepreneurship interest.

4.9.2. Effect of Motivation toward the Entrepreneurship Interest

Based on the multiple linier regression, motivation affect the entrepreneurship interest. Based on the table 14.1, the significant value of motivation is 0,000 which lower than 0,05 and resulting in positive. These results indicate that motivation has a positive and significant effect on entrepreneurship interest in active students at the Faculty of Business and Economics at the Islamic University of Indonesia. This indicates that the role of motivation can influence entrepreneurship interest because, if a student has a supportive motivation, it will tend to emerge as an entrepreneurship interest. As well as factors related to motivation, such as financial

reasons, reasons for service and reasons for self-fulfilment in worship also support this variable for entrepreneurship interest.

According to Theory of Planned Behaviour stated that the concept of subjective norm is reflected through variable of motivation which is refer to social pressure that appears to do or not perform the behaviour like the influence of someone's motivation. It can be seen that that theory planned behaviour support the result of this research motivation has significant influence on entrepreneurship interest of the students in Faculty of Business and Economics, Universitas Islam Indonesia.

The results of this study support by the previous researcher conducted by Nurikasari (2016) showing that the t-test value, obtained t statistic of entrepreneurship motivation of 3,071 with a significant level of 0.007, means that statistically, the motivation of entrepreneurship of 3,071 has a significant effect on entrepreneurship interest. On the other hand, according to Rifkhan (2017) explains that a person who has the motivation to succeed tends to be more interested in entrepreneurship. So, it can be concluded, that the motivation variable has a significant positive effect on entrepreneurship interest.

4.9.3. Effect of Entrepreneurship Education toward the Entrepreneurship Interest

Based on the result of multiple linier regression and independent sample t-test showed that the entrepreneurship education affects the entrepreneurship interest. Based on the table 14.1 showed that the significant value of entrepreneurship education is 0,049 that lower than 0,05. As well as, independent

sample t-test support the result of multiple linier regression since the entrepreneurship education using dummy variable. The result for independent sample t-test, in table 4.17 showed that the mean of Entrepreneurship Interest for students who have not taken Entrepreneurship Education is 2.8947, and the mean of Entrepreneurship Interest for students who already took Entrepreneurship Education is 3.4698. It is indicated that entrepreneurship education has significant effect in entrepreneurship interest.

According to Theory of Planned Behaviour stated that the concept of subjective norm is reflected through variable of entrepreneurship education which is refer to social pressure that appears to do or not perform the behaviour like the influence of someone's knowledge. It can be seen that that theory planned behaviour support the result of this research entrepreneurship education has significant influence on entrepreneurship interest of the students in Faculty of Business and Economics, Universitas Islam Indonesia.

The results of this study supported by previous researcher conducted by Syaifudin (2016) research that entrepreneurship education has a significant influence on entrepreneurship interest with a value of t count $4.230 > t$ table 1.977 with a significance value of 0.000 which shows that entrepreneurship education has a positive influence. That is, the better the entrepreneurship education received by students, the better the interest in entrepreneurship for students. On the other hand, according to Atmaja (2016) that entrepreneurship education also has a significant value with an F value of 55.520 and a significance of $0.000 < 0.05$. This explains

that there is an influence between entrepreneurship education and entrepreneurship interest.



CHAPTER V: CONCLUSION AND RECOMMENDATION

5.1. Conclusions

This study aims to analyse the influence of the Family Environment, Motivation, and Entrepreneurship Education on Entrepreneurship Interest. From the research that had been done and the answers of the hypotheses, it can be concluded that:

1. The family environment has a positive and significant effect on entrepreneurship interest of active students at the Faculty of Business and Economics, Universitas Islam Indonesia supported by the data gathered in this research.
2. The motivation has a positive and significant effect on entrepreneurship interest of active students at the Faculty of Business and Economics, Universitas Islam Indonesia. Therefore, the students that have a good motivation in entrepreneurship will be affected with entrepreneurship interest.
3. The entrepreneurship education has a positive and significant effect on entrepreneurship interest of active students of at the Faculty of Business and Economics, Universitas Islam Indonesia supported by the data gathered in this research. Therefore, the students that already took entrepreneurship education were more dominant than the students that have not taken entrepreneurship education.

5.2. Research Implication

By researching "Effect of Family Environment, Motivation and Entrepreneurship Education Toward Entrepreneurship Interests" (A Case Study of Active Students of the Faculty of Business and Economics, Universitas Islam Indonesia)", there are implications in this research, namely as follows:

1. For Students

The results of this study are expected to be useful for students at the Faculty of Business and Economics, Universitas Islam Indonesia to increase their interest in becoming an entrepreneur and be able to apply the theories they have learned during the college time.

2. For University

The results of this study are expected to be useful for the Faculty of Business and Economics, Universitas Islam Indonesia to further improve the quality of education, thereby increase reliable entrepreneurs.

3. For Author

The study has given opportunities for the researcher to apply the theories obtained during the college time, namely knowledge about entrepreneurship. Besides, the results have enriched the knowledge and information to work in the community, and can create their own jobs.

5.3. Limitations

In conducting this research, it is not free from limitations. The limitations possessed in this study are as follows:

1. This study used the questionnaires for data collection method. This may have the potential to be biased towards the answers of respondents because the interpretation of each question might vary between one individual and another individual. It is expected to use methods other than questionnaires, such as interviews.
2. This study only used Family Environment, Motivation, and Entrepreneurship Education variables. Thus, it is possible that other variables can affect the entrepreneurship interest.

5.4. Recommendation

Based on the results of research conducted, there are still much to be improved. The researcher suggested some recommendations below for future research.

1. To be more widely used, the future research can consider the research subject other than active students.
2. The future research can be done by combining data collection methods both by questionnaire and interview so that this may result more accurate data.
3. Future researchers are advised to combine moderation variables to know the effect if it is associated with other variables.
4. The researcher hoped that the future research will add more variables and expand the object of the research.

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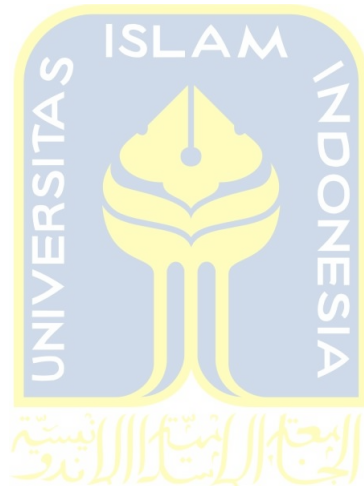
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APPENDICES

Appendix 1 Questionnaire Spread to the Respondent

5/7/2020

SKRIPSI "PENGARUH LINGKUNGAN KELUARGA, MOTIVASI DAN PENDIDIKAN KEWIRAUSAHAAN TERHADAP MINAT BERWI...

SKRIPSI "PENGARUH LINGKUNGAN KELUARGA, MOTIVASI DAN PENDIDIKAN KEWIRAUSAHAAN TERHADAP MINAT BERWIRAUSAHAAN"

Sehubungan dengan penelitian saya yang berjudul "PENGARUH LINGKUNGAN KELUARGA, MOTIVASI DAN PENDIDIKAN KEWIRAUSAHAAN TERHADAP MINAT BERWIRAUSAHAAN", dengan ini saya mengajukan beberapa kuesioner penelitian.

Saya mohon kesediaan kepada Saudara/Saudari mahasiswa Universitas Islam Indonesia khususnya Fakultas Bisnis dan Ekonomi Jurusan Akuntansi untuk meluangkan sedikit waktunya untuk mengisi beberapa kuesioner yang sudah saya susun. Kerahasiaan identitas Saudara/Saudari akan saya jaga sesuai dengan etika dalam melakukan penelitian.

Demikian surat permohonan saya, atas perhatian dan perhatian Saudara/Saudari dalam membantu kelancaran penelitian ini, saya ucapkan terima kasih.

** Wajib*

Petunjuk

Saudara/Saudari Silahkan memberikan jawaban yang sesuai dengan pernyataan-pernyataan berikut dengan memilih skor yang tersedia. Jika menurut Saudara/Saudari tidak ada yang jawaban yang tepat, maka jawaban diberikan pada pilihan yang paling mendekati.

1. Nama

2. Jenis Kelamin *

Tandai satu oval saja.

Laki - laki

Wanita

3. Umur *

Tandai satu oval saja.

- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25

4. Angkatan *

Tandai satu oval saja.

- 2016
- 2017
- 2018
- 2019

5. Mengambil Mata kuliah Kewirausahaan *

Tandai satu oval saja.

- Sudah
- Belum

6. IPK Saat ini *

Tandai satu oval saja.

- < 2
- 2.00 - 2.5
- 2.51 - 3.00
- 3.01 - 3.5
- > 3.51

7. Memiliki usaha (usaha sendiri maupun bersama orang lain) *

Tandai satu oval saja.

- Memiliki
- Tidak Memiliki

8. - Keinginan setelah lulus kuliah *

Tandai satu oval saja.

- Berwirausaha (Mendirikan usaha sendiri maupun bersama orang lain)
- Bekerja di sektor pemerintahan (PNS, Penegak Hukum, Pejabat Pemerintahan, dll.)
- Bekerja di bidang akuntan (Auditor, Konsultan pajak, Akuntan Publik, dll)
- Bekerja di perusahaan (Perusahaan non pemerintah)
- Yang lain: _____

Petunjuk

Mohon mahasiswa memberikan pendapat atas pernyataan-pernyataan berikut dengan memilih salah satu alternatif jawaban.

Setiap pernyataan terdiri dari 4 pilihan jawaban:

1. STS : SANGAT TIDAK SETUJU
2. TS : TIDAK SETUJU
3. S : SETUJU
4. SS : SANGAT SETUJU

9. Saya tidak ingin bekerja dibawah perintah orang lain *

Tandai satu oval saja.

	1	2	3	4	
SANGAT TIDAK SETUJU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SANGAT SETUJU

10. Saya tidak ingin menggantungkan pekerjaan saya kepada orang lain *

Tandai satu oval saja.

	1	2	3	4	
SANGAT TIDAK SETUJU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SANGAT SETUJU

11. Sekarang lebih sulit mencari pekerjaan daripada harus membuka usaha sendiri *

Tandai satu oval saja.

	1	2	3	4	
SANGAT TIDAK SETUJU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SANGAT SETUJU

12. Untuk mencapai kesejahteraan, maka diperlukan sebuah usaha *

Tandai satu oval saja.

	1	2	3	4	
SANGAT TIDAK SETUJU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SANGAT SETUJU

13. Saya ingin berkreasi dengan ide dan gagasan yang saya miliki dalam usaha saya *

Tandai satu oval saja.

1 2 3 4

SANGAT TIDAK SETUJU SANGAT SETUJU

14. Saya ingin menciptakan lapangan usaha untuk masyarakat sekitar *

Tandai satu oval saja.

1 2 3 4

SANGAT TIDAK SETUJU SANGAT SETUJU

15. Kebutuhan sehari-hari saya selalu tercukupi *

Tandai satu oval saja.

1 2 3 4

SANGAT TIDAK SETUJU SANGAT SETUJU

16. Orang tua saya mampu mencukupi kebutuhan sekolah saya *

Tandai satu oval saja.

1 2 3 4

SANGAT TIDAK SETUJU SANGAT SETUJU

17. Orang tua/wali saya mendidik saya untuk berusaha dan bekerja keras *

Tandai satu oval saja.

1 2 3 4

SANGAT TIDAK SETUJU SANGAT SETUJU

18. Orang tua/wali saya memotivasi untuk berwirausaha *

Tandai satu oval saja.

1 2 3 4

SANGAT TIDAK SETUJU SANGAT SETUJU

19. Saya, orang tua/wali, dan saudara-saudara saya menggunakan waktu luang untuk bercerita dan tukar pikiran mengenai usaha yang saya jalankan *

Tandai satu oval saja.

1 2 3 4

SANGAT TIDAK SETUJU SANGAT SETUJU

20. Ketika mengalami kesulitan, saya akan musyawarah dengan anggota keluarga saya *

Tandai satu oval saja.

1 2 3 4

SANGAT TIDAK SETUJU SANGAT SETUJU

21. Saya ingin membantu orang tua saya dalam hal keuangan *

Tandai satu oval saja.

1 2 3 4

SANGAT TIDAK SETUJU SANGAT SETUJU

22. Saya ingin usaha untuk memperoleh uang tambahan *

Tandai satu oval saja.

1 2 3 4

SANGAT TIDAK SETUJU SANGAT SETUJU

23. Saya ingin membuka lapangan kerja baru *

Tandai satu oval saja.

1 2 3 4

SANGAT TIDAK SETUJU SANGAT SETUJU

24. Saya ingin memperbaiki ekonomi masyarakat sekitar dengan memberikan pekerjaan *

Tandai satu oval saja.

1 2 3 4

SANGAT TIDAK SETUJU SANGAT SETUJU

25. Saya meyakini bahwa berbisnis merupakan bagian dari ibadah *

Tandai satu oval saja.

	1	2	3	4	
SANGAT TIDAK SETUJU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SANGAT SETUJU

26. Saya meyakini bahwa Allah menjamin rizki semua makhluknya *

Tandai satu oval saja.

	1	2	3	4	
SANGAT TIDAK SETUJU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SANGAT SETUJU

27. Saya tidak menunggu takdir merubah hidup saya *

Tandai satu oval saja.

	1	2	3	4	
SANGAT TIDAK SETUJU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SANGAT SETUJU

28. Saya bertambah semangat ketika ada ayat Al-Quran yang menyebutkan tentang berwirausaha *

Tandai satu oval saja.

	1	2	3	4	
SANGAT TIDAK SETUJU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SANGAT SETUJU

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Appendix 2 Respondents' Characteristics

Classification of Respondents' Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	52	55.3	55.3	55.3
Female	42	44.7	44.7	100.0
Total	94	100.0	100.0	

Classification of Respondents' Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 16	7	7.4	7.4	7.4
17	39	41.5	41.5	48.9
18	6	6.4	6.4	55.3
19	2	2.1	2.1	57.4
20	5	5.3	5.3	62.8
Valid 21	15	16.0	16.0	78.7
22	17	18.1	18.1	96.8
23	2	2.1	2.1	98.9
24	1	1.1	1.1	100.0
Total	94	100.0	100.0	

Classification of Respondents' Batch

		Batch			
		Frequency	Percent	Valid Percent	Cumulative Percent
	2016	30	31.9	31.9	31.9
	2017	9	9.6	9.6	41.5
Valid	2018	9	9.6	9.6	51.1
	2019	46	48.9	48.9	100.0
	Total	94	100.0	100.0	

Classification of Respondents' Current GPA

		Frequency	Percent	Valid Percent	Cumulative Percent
	2.00 – 2.50	3	3.2	3.2	3.2
	2.51 – 3.00	20	21.3	21.3	24.5
Valid	3.01 – 3.50	53	56.4	56.4	80.9
	> 3.5	18	19.1	19.1	100.0
	Total	94	100.0	100.0	

Classification of Respondents' Have a Business

	Frequency	Percent	Valid Percent	Cumulative Percent
Have	36	38.3	38.3	38.3
Valid Does not have	58	61.7	61.7	100.0
Total	94	100.0	100.0	

Classification of Respondents' Expectation After Graduate

	Frequency	Percent	Valid Percent	Cumulative Percent
Entrepreneurship	46	48.9	48.9	48.9
Working at public sector	10	10.6	10.6	59.6
Valid Working at accountant field	13	13.8	13.8	73.4
Working at company	25	26.6	26.6	100.0
Total	94	100.0	100.0	

Classification of Respondents' Entrepreneurship Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Has not taken	49	52.1	52.1	52.1
Valid Already took	45	47.9	47.9	100.0
Total	94	100.0	100.0	



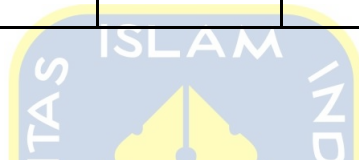
Appendix 3 Instrument Tests

Validity Test

Variable	Instrument Code	R count	R table	Results
Entrepreneurship Interest	Y.1	.742	0,198	Valid
	Y.2	.826	0,198	Valid
	Y.3	.795	0,198	Valid
	Y.4	.860	0,198	Valid
	Y.5	.884	0,198	Valid
	Y.6	.859	0,198	Valid
Family Environment	X1.1	.838	0,198	Valid
	X1.2	.872	0,198	Valid
	X1.3	.881	0,198	Valid
	X1.4	.853	0,198	Valid
	X1.5	.872	0,198	Valid
	X1.6	.878	0,198	Valid
Motivation	x2.1	.875	0,198	Valid
	x2.2	.904	0,198	Valid
	x2.3	.847	0,198	Valid
	x2.4	.870	0,198	Valid
	x2.5	.894	0,198	Valid
	x2.6	.931	0,198	Valid
	x2.7	.908	0,198	Valid
	x2.8	.939	0,198	Valid

Reliability Test

Variable	<i>Cronbach's Alpha</i>	Critical Value	Conclusion
Entrepreneurship Interest	0.907	0.60	Reliable
Family Environment	0.933	0.60	Reliable
Motivation	.965	0.60	Reliable



Descriptive

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Entrepreneurship Interest	94	1.17	4.00	3.1700	.75569
Family Environment	94	1.00	4.00	3.1650	.81115
Motivation	94	1.00	4.00	3.3848	.83572
Valid N (listwise)	94				

Normality Test

Kolmogorov-Smirnov Z	Asymp. Sig.	Conclusion
0,663	0,771	Normal

Multicollinearity Test

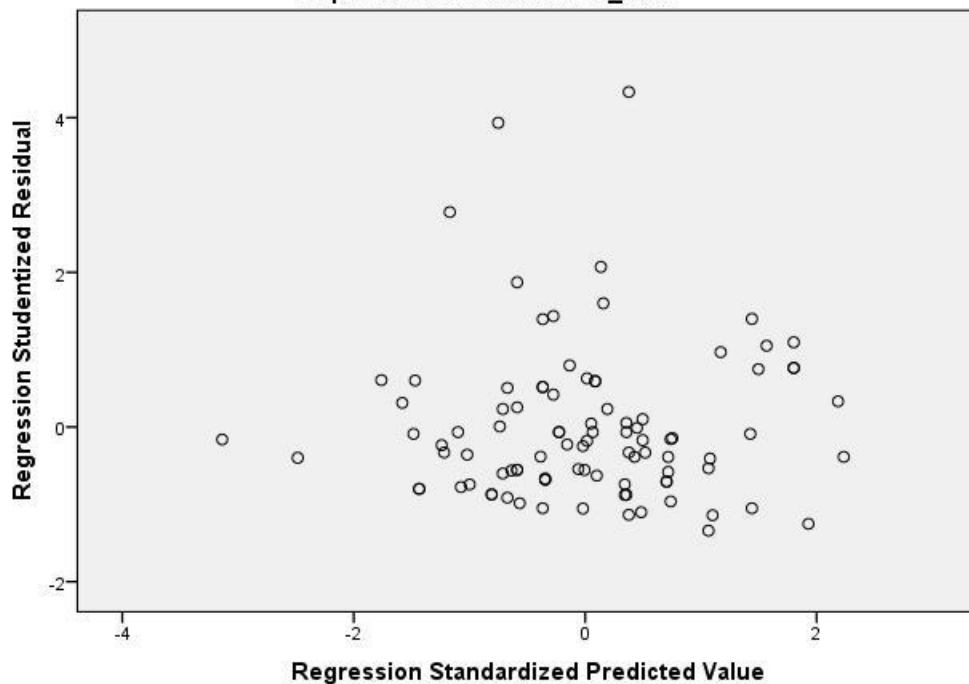
Model	Unstandardized Coefficients		Collinearity Statistics	
	B	Std. Error	Tolerance	VIF
(Constant)	2.427	.849		
Family Environment	.306	.096	.185	5.414
Motivation	.383	.068	.193	5.189
Entrepreneurship Education	.854	.429	.869	1.150

Heteroscedasticity Test

Independent Variable	Sig.	Conclusion
Family Environment	0,150	Heteroscedasticity free
Motivation	0,069	Heteroscedasticity free
Entrepreneurship Education	0,755	Heteroscedasticity free

Scatterplot

Dependent Variable: ABS_RES



Appendix 4 Respondents Results on Questionnaire

Entrepreneurship Interest							
No.	No. Questionnaire						Mean
	1	2	3	4	5	6	
1	4	3	3	4	4	3	3,50
2	3	3	3	4	4	3	3,33
3	2	2	1	1	1	2	1,50
4	4	3	4	4	4	4	3,83
5	2	4	2	3	3	4	3,00
6	2	3	3	4	4	3	3,17
7	4	4	2	3	3	4	3,33
8	3	3	4	4	4	4	3,67
9	3	3	3	4	4	4	3,50
10	4	4	3	4	4	4	3,83
11	3	3	4	4	4	4	3,67
12	4	4	4	4	4	4	4,00
13	3	3	2	4	4	4	3,33
14	4	3	2	4	4	4	3,50
15	2	3	2	4	3	3	2,83
16	2	4	3	3	3	3	3,00
17	4	4	4	3	4	4	3,83
18	4	4	3	4	4	4	3,83
19	4	4	3	4	4	4	3,83
20	3	3	4	4	4	4	3,67
21	4	3	3	4	3	3	3,33
22	4	3	4	3	4	2	3,33
23	4	4	2	4	4	4	3,67
24	4	4	4	4	3	3	3,67
25	3	3	2	3	4	4	3,17
26	3	3	2	4	4	3	3,17
27	2	4	2	4	4	2	3,00
28	2	1	1	1	2	2	1,50
29	4	3	3	4	3	3	3,33
30	2	1	1	1	1	1	1,17
31	2	2	3	3	3	3	2,67
32	2	2	2	3	3	3	2,50
33	2	4	4	4	4	4	3,67
34	2	1	1	2	2	2	1,67
35	2	3	2	3	3	3	2,67
36	4	3	4	4	4	4	3,83

37	3	4	4	4	4	4	3,83
38	2	2	4	3	3	4	3,00
39	2	1	1	1	2	2	1,50
40	4	4	4	4	4	4	4,00
41	3	2	3	3	3	3	2,83
42	4	3	2	4	4	3	3,33
43	4	3	3	4	3	4	3,50
44	2	1	1	2	2	2	1,67
45	3	2	3	3	3	3	2,83
46	1	2	2	1	1	1	1,33
47	3	4	3	3	3	3	3,17
48	3	3	2	3	3	3	2,83
49	2	1	1	1	1	2	1,33
50	4	4	3	4	4	4	3,83
51	4	4	3	4	4	4	3,83
52	3	4	4	4	4	4	3,83
53	2	4	3	4	4	4	3,50
54	3	4	4	4	4	4	3,83
55	4	4	4	4	4	4	4,00
56	2	4	2	4	4	2	3,00
57	4	4	3	4	4	4	3,83
58	2	1	1	2	2	1	1,50
59	2	3	2	4	4	2	2,83
60	1	2	2	2	1	1	1,50
61	2	3	2	4	4	2	2,83
62	3	4	3	4	4	4	3,67
63	4	4	4	4	4	4	4,00
64	2	1	1	2	2	2	1,67
65	4	4	2	4	4	4	3,67
66	2	4	2	4	3	4	3,17
67	2	3	4	3	4	3	3,17
68	3	2	2	4	4	4	3,17
69	4	3	4	4	4	4	3,83
70	4	4	4	4	4	4	4,00
71	4	4	4	3	3	4	3,67
72	2	3	2	4	3	2	2,67
73	4	4	3	4	4	4	3,83
74	4	3	4	4	3	3	3,50
75	4	3	3	4	4	4	3,67
76	2	2	2	4	3	2	2,50
77	2	3	2	4	3	3	2,83

78	4	4	4	4	3	4	3,83
79	2	3	3	4	3	2	2,83
80	4	3	4	4	4	4	3,83
81	4	4	3	4	4	3	3,67
82	3	3	3	4	4	3	3,33
83	4	3	4	4	4	4	3,83
84	3	3	3	4	3	3	3,17
85	2	3	3	4	3	3	3,00
86	3	3	3	3	3	3	3,00
87	1	2	2	2	1	1	1,50
88	3	4	3	3	3	3	3,17
89	2	4	4	4	4	4	3,67
90	2	4	4	4	4	4	3,67
91	2	4	3	4	4	2	3,17
92	3	4	3	4	4	4	3,67
93	3	4	4	4	4	4	3,83
94	4	3	4	4	4	4	3,83

Family Environment							
No.	No. Questionnaire						Mean
	7	8	9	10	11	12	
1	3	3	4	3	3	3	3,17
2	2	3	4	3	3	3	3,00
3	1	1	1	1	1	1	1,00
4	3	4	4	2	4	4	3,50
5	3	3	3	3	3	3	3,00
6	3	4	3	3	3	4	3,33
7	3	4	4	3	3	3	3,33
8	3	3	3	2	2	3	2,67
9	4	4	4	3	4	3	3,67
10	3	3	3	3	2	3	2,83
11	4	4	4	4	3	3	3,67
12	4	4	4	4	4	4	4,00
13	4	4	3	4	4	4	3,83
14	4	3	4	3	3	3	3,33
15	3	3	3	3	3	3	3,00
16	3	3	3	3	2	3	2,83
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18	4	3	4	4	4	4	3,83
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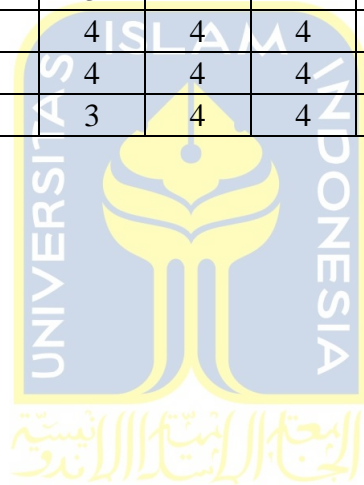
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22	4	4	3	3	4	3	3,50
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24	4	4	4	3	4	4	3,83
25	3	4	2	2	2	2	2,50
26	4	4	4	3	2	3	3,33
27	4	4	4	2	2	4	3,33
28	2	2	1	1	1	1	1,33
29	2	4	3	4	4	4	3,50
30	2	2	1	1	1	1	1,33
31	4	4	4	2	2	3	3,17
32	4	4	4	3	4	3	3,67
33	4	4	4	4	4	4	4,00
34	2	2	1	1	2	2	1,67
35	3	3	3	3	3	3	3,00
36	3	3	4	4	4	3	3,50
37	3	3	4	4	4	4	3,67
38	3	4	4	3	4	4	3,67
39	1	1	1	1	1	2	1,17
40	4	4	4	4	4	4	4,00
41	3	3	3	3	3	3	3,00
42	4	3	4	3	4	4	3,67
43	4	4	3	4	4	4	3,83
44	1	1	1	1	1	1	1,00
45	3	3	3	3	3	3	3,00
46	2	2	2	1	1	1	1,50
47	3	3	4	3	4	3	3,33
48	3	3	3	3	3	3	3,00
49	1	1	1	1	1	1	1,00
50	3	4	4	4	4	3	3,67
51	4	4	4	2	2	2	3,00
52	3	4	3	4	4	4	3,67
53	3	4	4	4	4	3	3,67
54	3	4	4	4	3	4	3,67
55	2	3	4	4	2	4	3,17
56	4	4	4	2	2	4	3,33
57	3	4	4	3	2	2	3,00
58	1	1	1	1	2	2	1,33
59	3	3	4	2	3	3	3,00
60	1	1	2	2	2	2	1,67

61	3	3	4	2	2	4	3,00
62	4	4	4	4	4	4	4,00
63	4	4	4	4	4	4	4,00
64	1	1	1	1	1	1	1,00
65	4	4	4	4	4	4	4,00
66	3	4	3	4	3	4	3,50
67	4	3	4	3	4	3	3,50
68	4	4	4	4	4	4	4,00
69	4	4	4	4	4	4	4,00
70	4	4	4	4	4	4	4,00
71	4	4	4	4	4	4	4,00
72	4	4	4	2	3	4	3,50
73	2	3	4	4	3	3	3,17
74	4	4	4	4	4	3	3,83
75	4	4	4	4	4	4	4,00
76	3	3	4	2	2	3	2,83
77	3	3	4	2	2	2	2,67
78	4	4	4	4	4	4	4,00
79	3	3	3	2	2	2	2,50
80	4	3	4	4	4	3	3,67
81	3	3	4	3	3	3	3,17
82	3	3	4	3	3	3	3,17
83	3	3	4	4	4	4	3,67
84	3	3	4	3	4	4	3,50
85	3	4	4	3	3	4	3,50
86	4	4	4	3	3	3	3,50
87	1	2	2	2	2	1	1,67
88	4	4	4	2	3	3	3,33
89	2	3	4	4	4	4	3,50
90	3	3	4	3	3	4	3,33
91	3	3	4	2	3	3	3,00
92	4	4	4	3	4	4	3,83
93	4	4	4	4	4	4	4,00
94	3	3	3	3	3	3	3,00

Motivation									
No.	No. Questionnaire								Mean
	13	14	15	16	17	18	19	20	
1	4	4	4	4	4	4	4	4	4,00
2	3	3	3	3	4	4	4	4	3,50
3	2	2	2	1	1	1	1	1	1,38
4	4	4	4	4	4	4	4	4	4,00
5	3	4	3	3	4	4	3	3	3,38
6	4	4	3	3	4	4	4	3	3,63
7	4	4	4	4	4	4	4	4	4,00
8	3	3	4	3	4	4	4	3	3,50
9	4	3	3	3	3	3	3	3	3,13
10	3	3	3	3	2	3	2	3	2,75
11	3	4	4	4	4	4	4	4	3,88
12	4	4	4	4	4	4	4	4	4,00
13	4	4	4	4	3	4	4	4	3,88
14	4	4	4	4	3	4	4	4	3,88
15	4	4	3	3	4	4	3	4	3,63
16	4	4	4	4	4	4	4	3	3,88
17	4	4	4	4	3	4	3	3	3,63
18	4	4	4	4	4	4	4	4	4,00
19	4	4	3	4	3	4	4	3	3,63
20	4	4	4	4	4	4	4	4	4,00
21	3	3	3	3	3	3	4	3	3,13
22	4	4	2	4	3	2	4	4	3,38
23	4	4	4	4	4	4	3	4	3,88
24	4	4	4	4	3	4	3	3	3,63
25	3	4	3	4	3	3	4	4	3,50
26	4	4	3	3	4	4	4	4	3,75
27	4	4	2	2	4	4	4	4	3,50
28	2	2	2	1	1	1	1	1	1,38
29	4	4	4	4	4	4	4	4	4,00
30	1	1	1	1	2	2	1	1	1,25
31	4	3	3	3	3	4	4	3	3,38
32	4	4	4	4	4	4	4	3	3,88
33	4	4	4	4	2	4	4	4	3,75
34	2	1	1	1	2	2	2	1	1,50
35	3	3	3	4	3	3	3	3	3,13
36	4	4	4	4	4	4	3	4	3,88
37	4	4	4	4	4	4	4	4	4,00

38	2	4	4	4	3	4	4	4	3,63
39	2	2	1	1	1	1	2	1	1,38
40	4	4	4	4	4	4	4	4	4,00
41	3	3	3	3	3	3	4	4	3,25
42	4	4	4	4	4	4	4	4	4,00
43	4	4	4	4	4	4	4	4	4,00
44	2	2	2	1	1	1	1	1	1,38
45	3	3	3	3	3	3	3	3	3,00
46	1	2	2	2	2	1	1	1	1,50
47	4	3	4	4	4	4	4	4	3,88
48	3	3	3	3	3	3	3	3	3,00
49	2	2	2	2	1	1	1	1	1,50
50	4	4	4	4	4	4	4	4	4,00
51	4	4	4	4	4	4	4	4	4,00
52	3	4	4	4	4	4	3	4	3,75
53	4	4	4	4	4	4	4	4	4,00
54	4	4	4	4	4	4	4	4	4,00
55	4	4	4	4	4	4	4	4	4,00
56	4	4	2	2	4	4	4	4	3,50
57	4	4	4	4	4	4	4	4	4,00
58	1	1	2	2	2	1	1	1	1,38
59	4	4	4	4	4	4	4	4	4,00
60	1	1	1	1	1	2	2	1	1,25
61	4	4	2	2	4	4	4	4	3,50
62	4	4	4	3	4	3	4	4	3,75
63	4	4	4	4	4	4	4	4	4,00
64	2	2	2	2	2	1	1	1	1,63
65	4	4	4	4	4	4	4	4	4,00
66	3	4	3	4	3	4	3	4	3,50
67	4	3	4	3	3	4	3	4	3,50
68	4	4	4	4	4	4	4	4	4,00
69	3	4	4	4	4	4	4	4	3,88
70	4	4	4	4	4	4	3	3	3,75
71	3	4	4	4	4	4	4	4	3,88
72	4	4	2	2	4	4	4	4	3,50
73	3	3	3	3	4	4	4	4	3,50
74	3	4	4	4	4	4	4	4	3,88
75	4	3	4	3	4	3	4	4	3,63
76	3	3	2	2	3	3	3	3	2,75
77	3	3	2	2	3	3	3	3	2,75

78	4	3	4	4	4	4	4	4	3,88
79	3	3	4	4	4	4	4	4	3,75
80	4	3	4	4	4	4	4	4	3,88
81	3	3	3	3	3	3	3	3	3,00
82	3	3	3	3	4	4	4	4	3,50
83	4	3	3	3	4	4	4	4	3,63
84	4	4	3	3	4	4	4	4	3,75
85	3	3	2	2	4	4	4	4	3,25
86	3	3	3	3	4	4	4	4	3,50
87	1	1	1	1	1	1	1	1	1,00
88	4	4	4	3	3	4	3	4	3,63
89	4	4	4	4	4	4	4	4	4,00
90	4	4	4	4	4	4	4	4	4,00
91	3	3	2	2	4	4	4	4	3,25
92	4	4	4	4	4	4	4	4	4,00
93	4	4	4	4	4	4	4	4	4,00
94	3	3	4	4	4	4	4	4	3,75



Appendix 5 Data Analysis Results

Multiple Linear Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Conclusion
	B	Std. Error	Beta			
(Constant)	2.427	.849		2.858	.005	
Family Environment	.306	.096	.328	3.190	.002	H1 Supported
Motivation	.383	.068	.565	5.605	.000	H2 Supported
Entrepreneurship Education	.854	.429	.095	1.991	.049	H3 Supported

Coefficient of Determination (R²)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.908 ^a	.824	.818	1.936

**Independent Sample T-Test for Entrepreneurship Education Towards
Entrepreneurship Interest**

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Entrepreneurship Interest	Equal variances assumed	12.570	.001	3.967	.000	-.57508	.14496
	Equal variances not assumed			4.058	.000	-.57508	.14173

Group statistic for Entrepreneurship Education Towards Entrepreneurship Interest

Group Statistics					
Entrepreneurship Education		N	Mean	Std. Deviation	Std. Error Mean
Entrepreneurship Interest	Has not taken	49	2,8947	.85710	.12244
	Already took	45	3,4698	.47886	.07138