

The Influence of Entrepreneurship Learning Experience, Self Efficacy, Media Social and Family Environment on Interest in Becoming a Young Entrepreneur in Students of the Economics Education Study Program at Nusantara University PGRI Kediri

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Abstract

The problem of unemployment that cannot be completely resolved is a separate burden for the government. Many things have been done by the government to reduce unemployment in Indonesia, for example with training, but the need to instill an entrepreneurial attitude since school is also an important factor. By instilling an attitude of wanting to become young entrepreneurs it is hoped that after they finish their education they will be able to open their own business and not just expect jobs from other people. Someone who has an interest in entrepreneurship usually tends to look for other factors that can support it, these factors include family, friends, experience, economic conditions, employment conditions, and available resources. The results of this study 1) experience of learning entrepreneurship has a significant positive effect on interest in becoming a young entrepreneur 2) self-efficacy has a significant positive effect on interest in becoming a young entrepreneur 3) social media has a significant positive effect on interest in becoming a young entrepreneur 4) family environment has a significant effect has a positive effect on the interest in becoming a young entrepreneur 5) simultaneously the experience of learning entrepreneurship, self-efficacy, social media and the family environment has a significant effect on the interest in becoming a young entrepreneur.

Keywords: *Entrepreneurship Learning Experience, Self Efficacy, Media Social, Family Environment, Interest in Becoming a Young Entrepreneur.*

INTRODUCTION

Unemployment is an important problem that must be addressed by the government and the whole society. Unemployment occurs not only because of the unavailability of jobs for job seekers, but can also occur because of the inability of someone to create jobs. In addition to providing skills for people who have not yet worked, one way that can be done to reduce the number of unemployed is to make them creative and innovative young entrepreneurs. The problem of unemployment that cannot be completely resolved is a separate burden for the government. Many things have been done by the government to reduce unemployment in Indonesia, for example with training, but the need to instill an entrepreneurial attitude since school is also an important factor. By instilling an attitude of wanting to become young entrepreneurs it is hoped that after they finish their education they will be able to open their own business and not just expect jobs from other people.

The number of entrepreneurs in Indonesia is still relatively low when compared to fellow ASEAN countries. Where the number of entrepreneurs in Indonesia is still at 3.47% while Singapore reaches 8.7%, Thailand 4.26% and Malaysia 4.74%. According to some experts, a country is said to be developed if the ratio of business actors is between 10% -14%. (Kompas.com, 2021). This is a challenge for Indonesia, therefore entrepreneurs need to be encouraged so they can achieve ideal numbers and can bring about good economic changes for the country.

Universities play an important role in encouraging students to become young entrepreneurs. College graduates will later be prepared to become job creators, not job seekers. The number of jobs is not proportional to the number of job seekers because of the lack of entrepreneurs, so this creates a new number of unemployed. It is estimated that in 2030 the productive age population will dominate the population in Indonesia by 70%. The demographic bonus era that will be occupied by the millennial generation born between 1980-1997. This generation holds great control over the progress of the Indonesian nation's economic development.

The millennial generation who will build this nation must have more expertise. If the successors of this nation do not have expertise, what should be a demographic bonus will actually become a separate threat to the millennial generation which results in mass suffering, poverty and increased crime. If this is not prepared now, it is certain that the number of unemployed will increase sharply in the coming year. The Ministry of Industry said Indonesia needed at least 4 million new entrepreneurs to help strengthen its economic structure. This is because the share of state entrepreneurs is currently around 3.1% of the total population. Therefore, in order for Indonesia to become a developed country, the government continues to encourage the growth of entrepreneurs, including small and medium enterprises (SMEs), while increasing productivity and competitiveness in the digital era. Even if Indonesia's opening rate exceeds the international standard of 2%, Indonesia needs to go further to catch up with its neighbours.

Fostering an entrepreneurial spirit for the younger generation can be done by motivating and encouraging the interest of the younger generation to become young entrepreneurs (young entrepreneurs). Entrepreneurship education is a compulsory subject that must be taken by students. Entrepreneurship education not only provides theoretical concepts about the outline of entrepreneurship, but in this course it can also shape attitudes, character and mindset to become entrepreneurs. This is expected to be able to prepare college graduates to start a business armed with the knowledge, experience and skills that have been obtained. One of the successes of entrepreneurship learning is determined by the learning media prepared by the lecturer (Darmawan, 2016). Different media and teaching methods will provide students with their own interest or interest. However, in the learning process, not only does the role of the lecturer play an important role, but students also play a role in success in class.

Entrepreneurial interest can be seen from the attitudes possessed by an entrepreneur such as courage in taking risks, self-confidence, having an interest in doing business and interpreting the future (Hendro, 2011). While the interest in becoming a young entrepreneur itself develops can be influenced by environmental factors and personal factors. These environmental factors can be from family environmental factors, school environmental factors and community environmental factors (Suryana, 2006). Another factor that can affect the interest in entrepreneurship is the ability to complete the work itself (self-efficacy). From this it can be seen that with the ability, they have more confidence in what they will do. Personality like this is indeed a strong influence and plays an important role in developing one's interests (Indarti & Rostanti, 2008). Based on the research conducted (Hussain, 2015) in the Journal of Entrepreneurship and Business Innovation, the impact of entrepreneurship lessons is sufficient to play an important role in encouraging and fostering interest in entrepreneurship. Therefore, entrepreneurship courses should be used as courses that must be designed properly so that later they can influence students' interest in becoming successful young entrepreneurs.

In addition to the entrepreneurial learning experience and self-efficacy, social media factors also influence students' interest in becoming young entrepreneurs. Social media is not only known by students but from children, teenagers, adults to parents who are familiar with social media and use it in everyday life. The use of the internet is also increasing from year to year, apart from being abreast of developments, searching for information using the internet is also easier. Increased use of the internet can also indicate that the use of social media is also increasing. Social media can provide information and everyone can enter it.

Social media is a service application that is provided for users to access information and interact with other people online by utilizing the internet network using either mobile phones, computers or other devices connected to the internet (Pratama, 2014). stated that students as a millennial generation often use their social media, but usually they are just browsing, looking for information and looking for entertainment in it. In fact, taking advantage of existing social media can provide more benefits if used wisely. If utilized, social media should be a separate opportunity for students to become entrepreneurs. With advances in technology and the use of social media that is often used in life, it should be a factor that can foster students' interest in becoming young entrepreneurs by utilizing existing social media.

Another study in the journal of Islamic economics and business entitled the influence of entrepreneurship learning on students' interest in entrepreneurship, in this article shows that students understand the material explained by lecturers by 47% and student interest or interest in becoming an entrepreneur is high at 36% while interest in becoming an entrepreneur low by 64% so here it can be said that there is a significant influence between entrepreneurship learning on the interest in becoming an entrepreneur.

In another study entitled "The Effect of Entrepreneurship Learning on Student Entrepreneurial Interests" published in the Journal of Islamic Economics and Business, the article found that 47% of students found that the material presented by the teacher and it shows that you understand it. interests or concerns. 36% of respondents stated that they would become entrepreneurs, and 64% stated that they were interested in becoming entrepreneurs. The results of previous research by Clement K. Wang show that family background affects interest in entrepreneurship. The home environment is a child's first educational environment, and it is in this house that children receive their first education and guidance from their parents, which affect their survival, including career choices (Hasbullah, 2005). Quite a few career makers seek input from their families. The more active the support given by parents by giving freedom, providing support, and supporting their children's interests, the more motivated their children's interest in entrepreneurship will be, and vice versa. It is not uncommon for parents' background to influence children's interests. Entrepreneurial parents usually bring their children into the world of entrepreneurship by offering the knowledge and experience they have gained.

In order for the discussion of the problem to be directed, the authors limit the problems that occur so that they focus more on the research being taken. This problem is only to cover the interest in becoming a young entrepreneur and the factors that influence it, namely Entrepreneurship Learning Experience, Self Efficacy, Social Media and Family Environment. The author wants to know how much influence the entrepreneurial learning experience has on students' interest in becoming young entrepreneurs, besides that the researcher also wants to know how much influence Self Efficacy, Social Media, and Family Environment have on students' interest in becoming young entrepreneurs (young entrepreneurs).

RESEARCH METHODS

Research variables are objects or whatever is the focus of research (Sutrisno, 2008). The independent variable is the variable that influences or causes the change or the emergence of the dependent variable (Sugiyono, 2009). The independent variables of this study are entrepreneurial learning experience (X1), self-efficacy (X2), social media (X3), family environment (X3). The dependent variable is the variable that is influenced by the independent variables. The dependent variable is a variable that is the result of the independent variable or that is influenced by the core independent variable (Hafidin, 2010). The dependent variable here is the interest in becoming a young entrepreneur.

Quantitative research methods are knowledge discovery processes that use data in numerical form as a tool for analyzing information about things of interest (Kasiram, 2008). This is because analysis provides data in the form of statistically processed numbers. So that we can draw conclusions and solve the problems encountered. This research is descriptive (descriptive explanatory). That is research that explains or explains the circumstances being studied. The analytical tool in this study uses multiple regression analysis which aims to determine the effect of the three independent variables and the dependent variance.

In quantitative research, it is clear that the data analysis technique used is to lead to answers to the formulation of the problem, or to test the hypotheses previously formulated in the research. Because this study used quantitative research, the data analysis technique used statistical methods. The analysis technique used is the classical assumption test which includes normality test, heteroscedasticity test, multicollinearity test, and autocorrelation test. In addition to the classic assumption test, it also uses multiple linear regression tests to determine the magnitude of the influence between three or more variables and to determine the variables X1 and X2 on Y simultaneously.

RESULT AND DISCUSSION

Validity and Reliability Test

Validation is checked by comparing the results of rcount and rtable values. To find Rtable, use the Rtable formula $(a,n-2)$ and calculate it. So we know that n (number of samples) is 58 and $a = 5\%$. Then $rtable (5\%, 58-2) = 0.2586$ Each element of the statement can be considered valid if the value of rcount is greater than 0.2586. In this study, the variable family background (X4) and interest in becoming a young entrepreneur (Y) have two invalid statement items because r numbers $<$ r table. Therefore, two invalid statement items were removed. Reliability is used to measure how reliable or trustworthy a measuring instrument is. Therefore, to check reliability, look at the reliability factor. Based on the results of the reliability test, all variables used in this study can be said to be reliable, with Cronbach's alpha greater than 0.6. The calculation results can be seen in the following table

Table 1. Reliability Test Results

Item	Koefisien Reabilitas	Hasil Uji
Entrepreneurship Learning Experience (X1)	0,917	Reliabel
Self Efficacy (X2)	0,892	Reliabel
Social Media (X3)	0,809	Reliabel
Family Environment (X4)	0,830	Reliabel
Interest in Becoming a Young Entrepreneur (Y)	0,798	Reliabel

Source: Processed primary data (2021)

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Normality test

Based on the results of the normality test of the Kolmogrov-Smirnov sample test method with a normal test distribution where the criteria are: if Sig > significance level ($\alpha = 0.05$) then the reserch data is normally distributed.

**Table 2. Data Normality Test Results
 One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		58
Normal Parameters ^a	Mean	,0000000
	Std. Deviation	2,28393497
Most Extreme Differences	Absolute	,146
	Positive	,113
	Negative	-,146
Kolmogorov-Smirnov Z		1,115
Asymp. Sig. (2-tailed)		,167

Source: Processed primary data (2021)

Based on table 2, it shows that the normality test results are asymp. Sig (2-tailed) is 0.167 which means > 0.05 so it can be concluded that the data is normally distributed.

Multicollinearity Test

The multicollinearity test is used to see whether or not there is a strong relationship between the independent variables. To find out that multicollinearity occurs by looking at the tolerance and VIF values through the help of the SPSS program. If the tolerance value is > 0.10 and VIF < 10.00, then multicollinearity does not occur.

**Table 3. Multicollinearity Test Results
 Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta				Tolerance	VIF
1 (Constant)	1.416	2.467			.574	,568		
Learning Experience Entrepreneur	.645	.220	.662		2.935	,004	.158	6.341
Self Efficacy	.204	.126	.286		1.614	,012	.255	3.923
Social media	.045	.143	.052		.311	,047	.290	3.446
Family environment	-.226	.112	-.294		-2.016	,049	.378	2.647

a. Dependent Variable: Interest

Source: Processed primary data (2021)

From Table 3 it can be seen that the results of multicollinearity test of independent variables indicate that the tolerance value is greater than 0.10 and the VIF value is smaller than 10.00 therefore it can be concluded that it is free from multicollinearity.

Autocorrelation Test

Autocorrelation test, which aims to detect whether or not a correlation exists, can be done by looking at the statistical test results.

Table 4. Autocorrelation Test Results Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.758 ^a	.575	.543	2.369

a. Predictors: (Constant), Family Environment, Self Efficacy, Social Media, KWU Learning Experienc

b. Dependent Variable: Interest

Source: Processed primary data (2021)

Autocorrelation may not occur if the value of d (Durbin Watson) = 2, this positive autocorrelation can occur if the value of d (Durbin Watson) = 0 and a negative autocorrelation occurs if the value of d (Durbin Watson) is close to 4. This means that there is no autocorrelation between independent variable and dependent variable.

Heteroscedasticity Test

Heteroscedasticity test aims to test whether the regression model has unequal variances from one residual observation to another. in carrying out this test using analysis in graphic plots. The results of the heteroscedasticity test can be presented in the figure below:

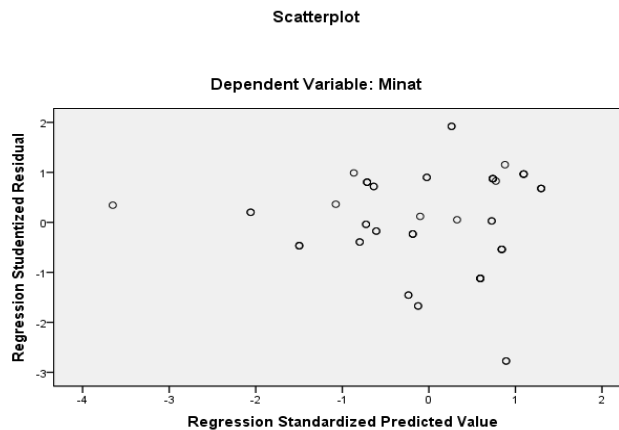


Image 1. Heteroscedasticity Test Results

Based on Figure 1, the scatterplot chart can be seen that the points spread randomly and are spread above and below the number 0 on the y axis in the scotterplot graph. Thus it is concluded that this regression model does not have heteroscedasticity.

Multiple Linear Regression Analysis

Regression analysis is an analysis that is useful for measuring the effect of independent variables on the dependent variable. The following shows the influence of the variables on entrepreneurial learning experience (X1), self-efficacy (X2), social media (X3), family environment (X4) and interest in becoming a young entrepreneur (Y).

Table 5. Multiple Linear Regression Analysis Results

		Coefficients^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	1,416	2,467		,574	,568
	Experience	,645	,220	,662	2,935	,004
	Self Efficacy	,204	,126	,286	1,614	,012
	Social media	,045	,143	,052	,311	,047
	Family environment	-,226	,112	-,294	-2,016	,049

a. Dependent Variable: Interest

Source: Processed primary data (2021)

Based on table 5 multiple linear regression analysis, a constant coefficient of 1.416 is obtained, entrepreneurial learning experience is valued at 0.645, self-efficacy is valued at 0.204, social media is valued at 0.45 and family environment is valued at -0.226.

t test (Partial Test)

The t (partial) test is used to determine each independent variable, namely financial literacy, lifestyle and self-control have a significant influence on consumptive behavior. So if the significant value is <0.05, it can be concluded that the independent variables partially have a significant effect on the dependent variable.

Table 6. Test Results t Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	1,416	2,467		,574	,568
	Experience	,645	,220	,662	2,935	,004
	Self Efficacy	,204	,126	,286	1,614	,012
	Social media	,045	,143	,052	,311	,047
	Family environment	-,226	,112	-,294	-2,016	,049

a. Dependent Variable: Interest

Source: Processed primary data (2021)

Test f (Simultaneous)

The f test is carried out to find out whether all the independent variables have an influence on the dependent variable together.

**Table 7. Test f (Simultaneous)
ANOVA^a**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	401.650	4	100.413	17.899	.000 ^p
Residual	297.332	53	5.610		
Total	698.983	57			

a. Dependent Variable: Interest

b. Predictors: (Constant), Family Environment, Self Efficacy, Social Media, KWU Learning Experience

Source: Processed primary data (2021)

Based on table 7 it is known that Fcount is 17.899 with a significance level of 0.000 while Ftable at a confidence level of 95% or 0.05 is 2.37 so that Fcount is 17.899 > Ftable 2.37 and a significance level of 0.000 < 0.05 means the variables of entrepreneurial learning experience, self efficacy, social media and the family environment simultaneously influence the interest in becoming a young entrepreneur, then Ho is rejected and H1 is accepted which states that there is an effect of entrepreneurial learning experience, self-efficacy, social media and the family environment on the interest in becoming a young entrepreneur.

Coefficient of Determination (R2)

The coefficient of determination (R2) aims to measure the model's ability to vary this dependent variable to what extent. From the results of the coefficient of determination, the following results can be obtained:

Tabel 8. The Results of The Coefficient Determination

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.758 ^a	.575	.543	2.369

Predictors: (Constant), Family Environment, Self Efficacy,

Social Media, KWU Learning Experience

Dependent Variable: Interest

Source: Processed primary data (2021)

Based on table 8, the results of the coefficient of determination show that the value of R square = 0.575 = 57.5%, this figure indicates that entrepreneurship learning experience, self-efficacy, social media and family environment can influence interest in becoming a young entrepreneur by 57.5% and the remaining 42.5% is influenced by other variables not examined in this study.

Tabel 9. Guidelines for Interpreting the Coefficient of Determination

Interval Koefisien	Tingkat hubungan
0,00 – 0,199	Very low
0,20 – 0,399	Low
0,40 – 0,599	Currently
0,60 – 0,799	Strong
0,80 – 1,000	Very strong

(Sugiyono (2014))

Based on table 4.20, R square has a value of $0.575 = 57.5\%$ which is included in the class interval $0.40 - 0.599$ so that the level of relationship is classified as moderate. Thus it can be concluded that the variables of entrepreneurial learning experience, self-efficacy, social media and family environment are moderate.

CONCLUSION

The results of the research that has been done, it can be concluded that 1) the t-test analysis using SPSS obtained the results of the significance value of the entrepreneurial learning experience variable (X1) is 0.04 where the significance value of the entrepreneurial learning experience variable is $0.04 < 0.05$ then, it can be stated that H1 accepted while H0 is rejected. This means that the entrepreneurial learning experience variable has a partial significant effect on the interest in becoming a young entrepreneur in Economics Education at the Nusantara PGRI Kediri University. 2) Analysis of the t test using SPSS shows that the significance value of the self-efficacy variable (X2) is 0.012. Where the significance value of the self-efficacy variable is $0.012 < 0.05$, then H1 is accepted and H0 is rejected. This means that it can be stated that the variable self-efficacy has a significant effect on the interest in becoming a young entrepreneur in Economics Education students at the Nusantara PGRI Kediri University. 3) Analysis of the t test using SPSS obtained the results of the significance value of the social media variable (X3) is 0.047.

Where the significance value of the social media variable is $0.047 < 0.05$, then Ho is rejected and H1 is accepted, meaning that it can be stated that the social media variable partially has no significant effect on the interest in becoming a young entrepreneur in Economics Education students at Nusantara University PGRI Kediri. 4) Analysis of the t test using SPSS shows that the significance value of the family environment variable (X4) is 0.049. Where the significance value of the family environment variable is $0.049 < 0.05$, then Ho is rejected and H1 is accepted, meaning that it can be stated that the family environment variable partially has no significant effect on the interest in becoming a young entrepreneur in Economics Education students at Nusantara University PGRI Kediri. 5) Analysis of the data from the f (simultaneous) test results which show that $F_{count} = 17.899 > F_{table} = 2.37$ and the significance level is $0.000 < 0.05$ then Ho is rejected and H1 is accepted which means that the variables of entrepreneurial learning experience, self efficacy, social media and family environment simultaneously have a significant influence on the interest in becoming a young entrepreneur in Economics Education students at Nusantara PGRI Kediri University.

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