

# The Effects of Entrepreneurship Education and Family Environment on Entrepreneurial Attitudes with Motivation as Intervening Variables to Management Field at University X

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*Abstract*---This study aims to analyze the effect of entrepreneurship education and family environment on entrepreneurship through motivation. The type of research method used is an explanatory survey. The population in the study was 711, using a simple random sampling technique obtained as many as 260 samples. Analysis of statistical data used was the test of validity, reliability, classical assumption test, and path analysis. Based on the results of data processing, entrepreneurship education (X1) and family environment (X2) have a joint effect on entrepreneurial attitudes (Y). Furthermore, entrepreneurship education (X1), family environment (X2), and motivation (Z) together influence the attitude of entrepreneurship (Y) so that the model used in this study is fit or feasible. Entrepreneurship education and family environment have a positive and significant effect on the motivation of FEB University X Management study students partially. Likewise, entrepreneurship education, family environment, and motivation have a positive and significant effect on the attitude of entrepreneurship students of the FEB University X Management study program partially. The results of path analysis show that entrepreneurship education has a direct influence on the attitude of entrepreneurship, and indirectly also has an influence on motivation as an intervening variable. This means that motivation mediates entrepreneurship education. Then the family environment has a direct and indirect influence on entrepreneurial attitude with motivation as an intervening variable.

*Keywords*---Entrepreneurship education, Family environment, Motivation, Entrepreneurship attitude

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## I. INTRODUCTION

Unemployment is a problem that is always faced in every country. Unemployment in a country is not only due to the lack of education possessed but educated unemployment is part of the unemployment in the country. In Indonesia, according to the ministry of research, technology, and higher education, there are around 8.8% of the total 7 million unemployed graduates. This condition is very worrying considering the competition to get jobs will be even tighter with the coming of the Industrial Revolution 4.0. (Dhita Seftiawan, 26 March 2018). The addition of new educated unemployed is around 66 thousand annually. Currently, the Global Entrepreneurship Index (GEI) in Indonesia ranks 97 out of 136 countries. Indonesia is under Thailand, Malaysia, and Vietnam. One of the causes of low GEI Indonesia is the small percentage of entrepreneurs. The trigger is the low skill and ethos of entrepreneurship. Therefore, the university environment must contribute to foster an entrepreneurial spirit. (Erwan Agust Purwanto, Rabu, 30 May 2018, 08.13 <https://www.jpnn.com/news/jumlah-pengangguran-terdidik-ya-ampun>).

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Increasing the number of unemployed people is usually in line with the increase in population which is not supported by the availability of new jobs or not interested and intends to create jobs for at least himself. The low interest in entrepreneurship is one of them due to the education system in Indonesia which is too oriented to the academic field. S1 curriculum is too stressed on academic teaching. In the end, graduates prefer to look for work rather than creating jobs. (Daniel Rosyid, Senin 3 Des 2012 dalam <https://nasional.republika.oc.id/.berita/nasional/umum/12/12/03/mengknng-banyak-pengangguran-terdidik-karena-sarjana-bermental-akademik>).

Higher education as a place for knowledge transfer should be able to design competency-based curriculum, especially in entrepreneurship education. Through entrepreneurship education is expected to be able to improve attitudes and intentions for entrepreneurship when they graduate that can implement it when the lecture takes place. University X, which has five faculties, requires every student to take entrepreneurship courses. This course is a university course that applies to all faculties. Even in the Business Faculty, S1 Management Study Program has offered entrepreneurship courses and practicums for two semesters. Besides that, entrepreneurship concentration was also opened as the choice of students in determining their field of expertise when they graduate from college. The learning system of entrepreneurship education is still an understanding of concepts, so students still do not make entrepreneurship their final goal in pursuing their careers. This can be seen from the results of a survey conducted on 30 students with the following results:

**Table 1:** *Survey Results for Entrepreneurship Attitudes*

No.	Statement item	Percentage
1	After graduating, you want to become an entrepreneur	23%
2	Courage with risk	17%
3	Have an entrepreneurial spirit	34%
4	Experience in entrepreneurship	0%
5	Commitment to entrepreneurship	20%
6	Prefer to work because there is a certainty	77%
7	Family background in entrepreneurship	25%

Source: Results of data processing

Based on the table above, it shows that students are still oriented to looking for work rather than entrepreneurship in pursuing their careers after graduation. This condition is a challenge for the S1 Management study program in designing curriculum and material content that must be taught in entrepreneurship courses. Through the right curriculum and content in entrepreneurship education is expected to be able to foster the mental attitude of students in entrepreneurship. Entrepreneurship education should not only provide a theoretical foundation on the concept of entrepreneurship but shape the attitudes, behavior, and mindset of an entrepreneur. Entrepreneurship education is the initial capital for students in preparing themselves in starting a business through the integration of experience, skills, and knowledge to develop a business. According to Mulyani (2011), entrepreneurship education will encourage students to recognize and open a business or entrepreneurship. Thus entrepreneurship can be taught through the cultivation of entrepreneurial values that will shape the character and behavior of entrepreneurship so that students are independent in entrepreneurship.

Entrepreneurship education can provide encouragement or motivation to students so that they have a mental attitude toward entrepreneurship (Budiawan, 2018). This is because in entrepreneurship education students acquire entrepreneurial concepts as well as entrepreneurship practices to motivate students to establish a business. With motivation for entrepreneurship since college, it can instill a mental attitude in entrepreneurship so that after graduation students can start their own business. According to Tung (2011) that entrepreneurship education is the process of transmitting entrepreneurial knowledge and skills to students to assist them in utilizing business opportunities. This opinion is reinforced by Saroni (2012) that entrepreneurship education is an educational program that employs entrepreneurial aspects as the most important part of debriefing students' competencies. Besides that in Izedonmi and Okafor (2010) that entrepreneurship education is designed to instill competencies, skills, and values needed in recognizing business opportunities, organizing and starting new businesses. Furthermore, according to Lestari and Trisnadi (2012), entrepreneurship education does not only provide a theoretical foundation on the concept of entrepreneurship, but also shapes the attitudes, behavior, and mindset of an entrepreneur. According to Fahmi (2012) that entrepreneurship education affects the motivation of entrepreneurship. Furthermore, the results of the research of Lee and Wong (2004) show that entrepreneurship education encourages the growth of new businesses in Singapore, especially in terms of the development of entrepreneurial attitudes.

In addition to education in the campus environment, the family environment especially parents play an important role as directors for the future of students (Yanti, 2015). In educating their children, parents must teach their children to motivate themselves to work hard and be allowed to be responsible for what they do. The family is the closest environment of students, so families can trigger the development of students' entrepreneurial mental attitude. A person's success in entrepreneurship is determined by formal education as much as 15% and 85% is determined by mental attitude or personality. A mental attitude is formed from the family environment. The family environment that is engaged in the business world or entrepreneurs gives their entrepreneurial experience more than the family environment of workers (Wahyudiono, 2016). Also, mental attitude in entrepreneurship can be formed from the family environment and individual motivation in entrepreneurship (Wahyudiono, 2016). Yanti (2015) research results that the family environment influences mental attitude. Entrepreneurship mental attitude can also be improved because there is encouragement from yourself and the family environment (Wahyudiono, 2016).

Based on the description above, this study aims to analyze the influence of entrepreneurial education and family environment on entrepreneurship and motivation attitudes as an intervening variable in students of S1 Management Study Program, Faculty of Business and Management, University X.

## II. LITERATURE REVIEW

Entrepreneurship is often associated with the search for economic benefits through one's creativity and initiative in the constraints of environmental uncertainty by limited resources (Austin, 2006). In this case, entrepreneurship is not only connected with the establishment of new businesses but also related to the actions of entrepreneurs in their sensitivity to start something new (Wennekers and Thurik, 1999). The breadth of the scope of entrepreneurship directs thought to the importance of cultivating an entrepreneurial culture for individuals and the wider community. Not just printing new entrepreneurs, the role of entrepreneurship also leads to the cultivation of positive entrepreneurial characters to be applied by individuals in various fields of activity.

### II.I. Entrepreneurship Education

Entrepreneurship education is generally an educational process that applies principles and methodology towards the formation of life skills of students through an integrated curriculum developed in educational institutions. Entrepreneurship education plays an important role in the development of one's insight and skills to be independent in trying with a variety of potentials. One's education influences one's knowledge and expertise. According to Lestari and Trisnadi (2012), entrepreneurship education is a learning process to change students' attitudes and mindsets towards the selection of entrepreneurial careers. Students who have taken entrepreneurship courses will have intrinsic values and entrepreneurial characteristics that will increase their interest and love for the world of entrepreneurship.

Entrepreneurship education is an attempt to internalize the spirit and mentality of entrepreneurship through both educational institutions and other institutions such as training, training and so on (Wibowo, 2011). Entrepreneurship education and training are growing rapidly in Europe and the United States both at the level of courses and at the University. Entrepreneurship courses are given in the form of public lectures, or in the form of concentration in study programs. According to Alma (2013) some of the courses given have the following objectives:

- a. Understand what is the role of companies in the economic system
- b. Advantages and disadvantages of various forms of company
- c. Knowing the characteristics and processes of entrepreneurship
- d. Understand product planning and product development processes
- e. Able to identify business opportunities and create creativity and form collaborative organizations
- f. Able to identify and search for sources
- g. Understand the basics of marketing, finance, human or organizational resources, and production
- h. Able to lead a business and face future challenges

According to Munib (2004) several indicators of entrepreneurship education are:

- a. Curriculum  
Entrepreneurship-based education competencies given to students
- b. Quality of students  
Lecturers as educators must not only master science but also must be able to convey the knowledge well to students
- c. Teaching and learning facilities  
The availability of educational facilities and infrastructure is very helpful for students to master entrepreneurship education material and help educators in delivering knowledge.

One of the factors driving the growth of entrepreneurship in a country lies in the role of universities through the implementation of entrepreneurship education both in lecture activities and seminar activities and entrepreneurial practices. The university is responsible for educating and providing entrepreneurial skills to its graduates and providing motivation to dare to choose entrepreneurship as their career

## II.II. Family Environment

One of the factors that influence a person's mindset in determining the choice to become an entrepreneur is the family environment. The family environment is the first and foremost media that influences behavior in child development (Semiawan, 2010). The family environment is the smallest group in the community consisting of father, mother, child and other family members. The family environment, especially parents, plays an important role in the development and growth of children. Parents also act as directors for their future, meaning that parents can indirectly influence their children's interest in choosing jobs, including in terms of being an entrepreneur. According to Soemanto (2008) that parents or families are the foundation for the preparation of children so that in the future they can become effective workers.

Family is where the main activities of an individual's life take place so that the family becomes the first and foremost institution in the development of human resources (Soekanto, 2004). Parents who try themselves have the tendency of their children to become entrepreneurs as well as compared to parents who work (Alma, 2013). This situation often inspires children who have parents of an entrepreneur or live in a family environment of entrepreneurs who will receive knowledge in the early days so that they form attitudes and perceptions about trust in entrepreneurial skills. The family environment has a considerable influence on the development and employment of a child. The influence of parents is obtained through interactions and models of parents in providing guidance. The interest of a child to become an entrepreneur is formed when the family provides positive support for that interest.

According to Yusuf (2009), there are three main things that affect a person's development in his life. The three main things are:

### a. Family functioning

Functional families are families that have been able to carry out their functions. The four principles of the role of the family are modeling, mentoring, organizing, and teaching. In this case, the family function consists of educational functions and socialization functions. The function of education concerns the role, guidance, and skills related to entrepreneurship that are beneficial to children, while the socialization function concerns family functions as a determining factor that greatly influences the quality of future generations including in terms of work chosen by children, namely entrepreneurship.

### b. Attitudes and treatment of parents towards children

The attitude and behavior of parents towards children will basically be a role model for children in living their life processes that will affect their development, including in terms of interest in entrepreneurship run by children.

### c. Economic status

Economic status is considered to be a factor that influences adolescent growth and personality. Parents who have low economic status tend to put more emphasis on accountability to authority figures, while the upper and middle-class economic status tends to emphasize the development of initiatives, curiosity, and creativity of children. This will affect how the process of interest in entrepreneurship will be carried out by the child.

The family environment is one of the trigger factors for entrepreneurial mentality because the main place for developing children where ideology, attitudes, behaviors, and motivations are given by parents is very influential on children's development.

## II.III. Motivation

Motivation is a process that explains the direction and perseverance of a person is trying to reach his goal. A person's motivation depends on how strong their motives are for carrying out an action. Thus entrepreneurial motivation is a stimulus that can encourage someone to do a business, which is carried out with enthusiasm, creativity, innovation, and the courage to take risks in order to obtain profits, both in the form of money and self-satisfaction. Motivation can be said as a psychological process that arises due to factors from within and outside a person. According to Hasibuan (2000) that motivation is the giving of a driving force that creates the enthusiasm of one's work so that they are willing to work together, work effectively and be integrated with all their resources and efforts to achieve satisfaction. Motivation is an activity that requires great attention to foster someone's interest and

desire for the goals to be achieved. According to Herzberg in Wukir (2013), there are two types of motivation, namely:

a. Intrinsic motivation

Factors that come from yourself that affect someone to take certain actions. These factors such as responsibility, autonomy, the opportunity to progress, develop expertise, do interesting and challenging work

b. Extrinsic motivation

Factors that come from outside ourselves or that are done by other people to motivate us. In relation to entrepreneurship, extrinsic motivation can be encouraged by lecturers in a university by providing entrepreneurship lectures (Alma, 2013).

Entrepreneurship motivation according to Suryana and Kartib (2011) can be measured by the following indicators:

a. Spirit

The spirit of entrepreneurship is cultivated in the form of a strong will to work, able to make the right decisions, diligent, thorough, productive, and work with a spirit of togetherness and not fear of failure.

b. Creativity

The ability to create ideas and find new ways to see problems and opportunities that exist.

c. Innovative

The ability to act new and different.

d. Dare to take risks

Risk-taking is calculated, realistic, ready to suffer losses, and able to face challenges.

#### II.IV. The Attitude of Entrepreneurship

The attitude of entrepreneurship is the attitude of someone who has a sense of responsibility, always dynamic, resilient, and persistent. An entrepreneur must have a mental attitude that dares to accept useful criticism and suggestions and take the initiative to move forward and do their best to achieve success (Anoraga and Sudantoko, 2002). Furthermore, according to Hantoro (2005) that the attitude of entrepreneurship is an attitude that is owned by entrepreneurs who at least have several criteria namely strong will and unyielding, strongly believe in personal strength, honest and responsible, have physical and mental endurance, diligent and tenacious work hard, as well as constructive and creative thinking. Thus, entrepreneurial attitude is a tendency in an entrepreneur to act or act in a certain way in responding to the business world by basing on certain values.

An entrepreneur must be a visionary, one who is able to see and predict the future. An entrepreneur is not enough just to look at it but also has to be able to think calculatingly, looking for choices from various alternative problems and their solutions. According to Hantoro (2005) that entrepreneurial humans are human beings with strong personalities and have the following characteristics:

a. Have high morale

Entrepreneurs who have high morals are people who possess and carry out six main traits, namely:

- 1) To fear God Almighty
- 2) Having inner freedom
- 3) Primacy
- 4) Affection for others
- 5) Legal loyalty
- 6) Justice

b. Have an entrepreneurial mental attitude

Someone who has a strong will and never gives up, believes strongly in personal strength, honest and responsible, has physical and mental endurance, is diligent and resilient in working hard and has constructive and creative thoughts

c. Have sensitivity to the environment

Someone who has a high sensitivity to the circumstances around him. With high sensitivity, an entrepreneur is able to respond to events and can even make predictions and anticipation for a situation. The things that can increase entrepreneurial sensitivity to the meaning of the environment for their lives, namely:

- 1) Introduction to the meaning, characteristics, and benefits of the environment
- 2) Gratitude for everything that is obtained and possessed
- 3) Great desire to explore and utilize the economic resources of the local environment
- 4) Intelligence respects and uses time effectively

d. Have entrepreneurial skills

With this skill, an entrepreneur can run his business properly and correctly. The several skills that must be possessed by entrepreneurs include:

- 1) Creative thinking skills
- 2) Decision-making skills
- 3) Leadership skills
- 4) Managerial skills
- 5) Social skills

#### Thinking Framework

Entrepreneurship mental attitude is the basic capital for someone to make it become an entrepreneur. Although the attitude is an invisible capital, but this is the basic capital that must be owned by an entrepreneur. This mental attitude will distinguish an entrepreneur from an ordinary worker. According to Suryana (2003), there are several factors that influence entrepreneurship attitudes, namely (1) individual factors such as locus of control, tolerance, risk-taking, personal values, education, experience, age, commitment, and dissatisfaction, (2) environmental factors such as opportunities, role models, activities, competitors, incubators, resources, and government policies, (3) social environmental factors such as family, parents, and groups.

One of the factors mentioned above is education. Entrepreneurship education has a positive impact on shaping the entrepreneurial mentality of students. This is due, through entrepreneurship education, lecturers instill entrepreneurial values to students in accordance with the determined curriculum in order to achieve learning outcomes of a study program. Research conducted by Lestari (2012) shows that entrepreneurship education does not only provide a theoretical foundation on the concept of entrepreneurship but shapes the attitudes, behavior, and mindset of an entrepreneur. Furthermore, according to Gallant et al. (2010) that entrepreneurship education is an important component in the creation and development of entrepreneurial attitudes. Thus entrepreneurship education has a positive effect on entrepreneurial mental attitude, because many entrepreneurial skills and skills are derived from education in schools because education is a trigger factor for mental attitude in entrepreneurship (Saroni, 2012).

Besides education, the family environment is one of the factors that trigger mental attitude in entrepreneurship, because in the family there will be social interactions where a child first learns to pay attention to the wishes of others, learns to work together, help each other, learn to play a role as social beings have certain norms and skills in their association with others. Research conducted by Yanti, et al (2014) and Wahyuni (2016) state that the family environment positively influences the attitude of entrepreneurship. These two factors will be stronger with motivation. Motivation is a person's drive to achieve his goals. Someone who has a motivation for entrepreneurship is shown by the desire to improve himself to be superior and good so that his behavior will encourage someone with high achievement. Lubis Research (2018), Masruroh (2017), Wikanso (2013) and Fahmi (2012) that motivation is influenced by entrepreneurship education. Besides that motivation is also influenced by the family environment. The results of Aini's research, et al. (2015) show that the family environment with entrepreneurial motivation is obtained as a result of positive direct influence. The better the family environment will be the higher the motivation for entrepreneurship. Vice versa, the worse the family environment the lower the motivation for entrepreneurship in students. Entrepreneurial motivation is as a driving force that causes a person to have an attitude of entrepreneurship so that someone does an entrepreneurial activity. Motivation is analogous to being a driver for someone to do an act of entrepreneurship. The research conducted by Ukma, et al (2018) and Kadeni (2009) shows that motivation affects the attitude of entrepreneurship. Based on the above description the hypothesis can be drawn as follows:

- H1: There is an influence of entrepreneurship education on motivation
- H2: There is the influence of the family environment on motivation
- H3: There is an influence of entrepreneurship education on the attitude of entrepreneurship
- H4: There is the influence of the family environment on entrepreneurship attitudes
- H5: There is a motivational influence on the attitude of entrepreneurship
- H6: There is an influence of entrepreneurship education on the attitude of entrepreneurship through motivation
- H7: There is the influence of the family environment on entrepreneurship through motivation

### III. RESEARCH METHODS

This type of research is explanatory research, namely research that explains between variables through hypothesis testing or explanatory research (Singarimbun and Effendi, 2004). The type of data in this study is quantitative data because the information obtained is based on the results of distributing questionnaires to S1 Management students as

respondents. So this study uses primary data. The population in this study were all students who had taken or were taking 711 entrepreneurial courses. From the population, there are taken a number of samples using simple random sampling technique. The number of samples is determined by the Slovin method. Based on the results of calculations with the method obtained as many as 260 samples. The research instrument used a Likert scale for each variable dimension. The instrument of this research will then be tested for validity and reliability. Validity testing uses the correlation coefficient value, while the reliability test uses Cronbach Alpha with a size above 0.6 (Santoso, 2003). The analytical tool used is path analysis (path analysis) to analyze causal relationships between variables and test hypotheses. Path analysis can estimate the causal influence between variables and the position of each variable in the path either directly or indirectly (Sarwono, 2007).

#### IV. RESULTS AND DISCUSSION

Respondents in this study were students who had taken entrepreneurship courses I and II with a total of 260 respondents. The measuring instrument used to measure each variable using a questionnaire distributed to as many as 270 respondents and obtained results that respondents who responded to the questionnaire as many as 267 people with details of 7 respondents did not complete filling out the answers to the questionnaire, while 260 respondents filled out all the items submitted so that the questionnaire that can be processed in 260 respondents. Before the questionnaire was given to all respondents, the validity test was first used using product-moment correlation coefficients from Karl Pearson, and Chronbach Alpha ( $\alpha$ ) was used to measure reliability. Based on the results of data processing that all items statements about entrepreneurship education, family environment, motivation, and entrepreneurial attitudes as many as 48 items, have  $r$  count value  $> r$  table (0.139), so it can be concluded that all statement items are all valid and can be used as tools measure in research. While reliability testing using Cronbach Alpha obtained individual characteristics value of 0.754 with items as much as 13, family environment with a value of 0.787 with items as much as 12 items, motivation with a value of 0.773 with items as much as 11, and attitude to entrepreneurship with a value of 0.769 with items as many as 12 items. Based on the results of reliability testing it can be concluded that all items of entrepreneurship education variables, family environment, motivation, and entrepreneurial attitudes are reliable because the Cronbach alphas are greater than 0.6.

The results of processing data from questionnaires distributed to respondents can be arranged the characteristics of respondents as follows:

**Table 2: Characteristics of Respondents**

N	Force	Number of Respondents	Percentage of Respondents
1	2017	108	42%
2	2016	84	32%
3	2015	46	18%
4	2014	22	8%
Total		260	100%

Source: Data processed

The highest number of respondents is the 2017 class of 42%. This is due to students who have taken entrepreneurship lectures I and are taking entrepreneurship II relatively quite a lot because it is in accordance with the semester being passed for the course. Whereas the 2016 class is 32% where students have graduated and the possibility is that there are still students who repeat the course. Furthermore, for the 2015 and 2014 classes, 18% and 8% respectively were students who might be submitting or compiling a thesis so that students could have begun to determine their attitude to do entrepreneurship.

Statistical data analysis is done by testing the classical assumptions first. The results of data processing show that based on the normality test of the data with Kolmogorov-Smirnov, the results of the asymp value are obtained. Sig for entrepreneurship education is  $0.179 > 0.05$ , family environment is  $0.198 > 0.05$ , motivation is  $0.116 > 0.05$ , and entrepreneurship attitude  $0.186 > 0.05$  means that the asymp value of significance (2-tailed) is above 0.05 (Asymp. Sig  $\geq 0.050$ ). it was concluded that the significance level of the variables of entrepreneurship education, family environment, motivation, and entrepreneurial attitudes was normally distributed. Furthermore, the multicollinearity test shows that the value of the variance inflation factor (VIF) of the three variables, namely entrepreneurship education is  $1,904 < 10$ , and the tolerance value is  $0,525 > 0,10$ . The family environment is  $1.786 < 10$ , and the tolerance value is  $0.345 > 0.10$ . Motivation is  $1,890 < 10$ , and tolerance value is  $0.424 > 0.10$ . So it can be concluded that there is no multicollinearity problem between independent variables. While the autocorrelation test shows that

the Durbin-Watson (DW) value is  $2.267 > 1.6499$ , meaning that there is no autocorrelation between the variables studied. Furthermore, the heteroscedasticity test shows that the scatterplot diagram shows that the points spread randomly above and below the zero on the Y-axis and do not form a particular pattern. This shows that there is no heteroscedasticity in this research model.

The results of path analysis between the independent variables, namely entrepreneurship education and family environment with intervening variables, namely motivation towards the dependent variable, namely entrepreneurial attitudes are shown in the table as follows:

**Table 2: Model I Regression Equations**

Variable	Unstandardized		Standardized Coefficients		
	B	Std Error	Beta	t	Sig.
(Constant)	0,000	0,055		0,000	1,000
Entre education (X1)	0,267	0,066	0,267	8,913	0,000
Family env (X2)	0,519	0,038	0,519	2,576	0,012
Adjusted R <sup>2</sup>					0,673
F <sub>count</sub>					113,073
Sig. F					0,000

Source: Results of data processing

Based on the table above shows that the significance level of 0,000 is smaller than 0.05 means that entrepreneurship education and the work environment can be used to predict entrepreneurial attitudes or it can be said that entrepreneurship education (X1) and family environment (X2) have a joint effect on entrepreneurial attitudes (Y), so that the model used in this study is fit or feasible. Furthermore, the regression equation model influences entrepreneurship education, family environment influences the attitude of entrepreneurship with the intervening motivation variable:

**Table 3: Model II Regression Equations**

Variable	Unstandardized		Standardized Coefficients		
	B	Std Error	Beta	t	Sig.
(Constant)	0,000	0,045		0,000	1,000
Entre education (X1)	0,732	0,028	0,732	4,489	0,000
Family env (X2)	0,279	0,065	0,279	2,762	0,007
Motivation (Z)	0,441	0,080	0,441	5,183	0,000
Adjusted R <sup>2</sup>					0,767
F <sub>count</sub>					127,083
Sig. F					0,000

Source: Results of data processing

Based on the table above shows that the significance level of 0,000 is smaller than 0.05 means that entrepreneurship education, work environment, and motivation can be used to predict entrepreneurial attitudes or it can be said that entrepreneurship education (X1), family environment (X2), and motivation (Z) has a joint effect on the attitude of entrepreneurship (Y), so that the model used in this study is fit or feasible. The adjusted R<sup>2</sup> value is 0.767, which means that 76.7% of the variation in entrepreneurial attitudes can be explained by variations in entrepreneurship, family and motivational education, while the remaining 23.3% is explained by other factors not examined in this model. Furthermore, to examine the direct, indirect and the effect of total entrepreneurship education (X1), family environment (X2), motivation (Z) on entrepreneurial attitudes (Y) is shown in the table as follows:



**Table 4: Direct Influence, Indirect Influence, and Total Influence**

Influence of Variable	Direct	Indirect Effects	Residual	Total
	Direct	Through Z	e1 and e2	
X <sub>1</sub> to Y	0,732	-	-	0,732
X <sub>1</sub> →Z→Y		0,732+(0,267x0,441)	-	0,850
X <sub>2</sub> to Y	0,279	-	-	0,279
X <sub>2</sub> →Z→Y		0,279+(0,519x0,441)	-	0,508
X <sub>1</sub> , X <sub>2</sub> , Z to Y	0,767		0,483	1,250
X <sub>1</sub> to Z	0,267		-	0,267
X <sub>2</sub> to Z	0,519		-	0,519
X <sub>1</sub> , X <sub>2</sub> to Z	0,673		0,572	1,245

Source: Results of data processing

Based on the table above, it can be made the regression equation I as follows:

Substructure equation 1:

$$Z = aX_1 + bX_2 + e_1$$

$$Z = 0,267X_1 + 0,519X_2 + e_1$$

Substructure equation 2 :

$$Y = aX_1 + bX_2 + cZ + e_1$$

$$Y = 0,732X_1 + 0,279X_2 + 0,441Z + e_1$$

Substructure equation 3 :

$$Y = aX_1 + bX_1 * fZ + e_{tot 1}$$

$$Y = 0,732X_1 + 0,267X_1 * 0,441Z + e_{tot 1}$$

Substructure equation 4 :

$$Y = bX_2 + cX_2 * fZ + e_{tot 2}$$

$$Y = 0,732X_1 + 0,267X_1 * 0,441Z + e_{tot 2}$$

The results of testing the first hypothesis indicate that the significance value is 0,000 <0,05, then H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. This shows that entrepreneurship education has a positive and significant effect on the motivation of FEB University X Management study students. This is due to the more effective learning methods in entrepreneurship education courses, it will change the mindset of students for entrepreneurship so that student motivation in entrepreneurship is greater. The results of this study are in line with Lubis's research (2018) which states that entrepreneurship education has a positive and significant effect on entrepreneurial motivation. Likewise with Masruroh's (2017) study that there is a significant effect of entrepreneurial education on the motivation of student entrepreneurship in the management department of the Faculty of Economics and Business, Airlangga University, Surabaya. Another study from Wikanso (2013) that entrepreneurship education is categorized as knowledge of entrepreneurs, entrepreneurial skills and entrepreneurial attitude influence the motivation of entrepreneurship (entrepreneurial motivation).

The results of testing the second hypothesis indicate that the significance value is 0.012 <0.05, H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. This can be interpreted that the family environment has a positive and significant effect on the motivation of the students of Management Study Program FEB University X. This is because the family environment is the main media to shape a person's mindset towards an object. A family environment that has a foundation in entrepreneurship will shape students to become entrepreneurs because students see examples from their parents. The results of this study are in line with Aini's research, et al. (2015) that the family environment has a positive effect on entrepreneurial motivation. The better the family environment will influence the higher motivation for entrepreneurship. Vice versa, the worse the family environment the lower the motivation for entrepreneurship in students.

The results of testing the third hypothesis indicate that the significance value is 0,000 <0,05, then H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. This shows that entrepreneurship education has a positive and significant effect on the attitude of entrepreneurship in Management Study Program students at FEB University X. This is due to that entrepreneurship education is an important factor in growing and developing entrepreneurial attitudes and behaviors. The results of this study are in line with the research of Packham et. al. (2010) that entrepreneurship education has a positive impact on the entrepreneurial attitudes of French and Polish students shown in larger female students in understanding the benefits of experience, entrepreneurship education in entrepreneurial attitudes rather than male students. Then according to Swomya et al (2010) shows that young female students in Dubai play a positive role in developing their entrepreneurial attitudes. Another study from Wahyudiono (2016) shows that entrepreneurship education has a

significant effect on entrepreneurial attitudes. Furthermore, Dwijayanti's (2015) research shows that entrepreneurship education has a significant effect on entrepreneurial attitudes. The results of the research of Lee and Wong (2003) show that entrepreneurship education encourages the growth of new businesses by surveying 15,000 students in Singapore, especially in terms of the development of entrepreneurial attitudes.

Then to test the fourth hypothesis shows that the significance value is  $0.002 < 0.05$ ,  $H_0$  is rejected and  $H_1$  is accepted. This can be interpreted that the family environment has a positive and significant effect on the attitude of entrepreneurship in Management Study Program students at FEB University X. This is because the family environment is the main place where ideology, attitudes, behavior, and motivation given by parents are very influential in children's development. The results of this study are in line with the research of Prihantoro and Hadi (2016) that the family environment influences the attitude of entrepreneurship. Likewise, Wahyuni's research (2016) shows that family environment has a positive effect on entrepreneurship attitudes. Then the fifth hypothesis shows a significance value of  $0,000 < 0,05$ , then  $H_0$  is rejected and  $H_1$  is accepted. This shows that motivation has a positive and significant effect on entrepreneurial attitudes of Management Study Program students at FEB University X. The results of this study are in line with the research of Ukma, et al. (2018) and Kadeni (2010) showing that motivation affects entrepreneurship attitudes.

The results of the study of the effect of entrepreneurship education on motivation obtained standardized beta values of 0.267 with a significance of  $0.000 < 0.05$ . This means that entrepreneurship education has a significant positive effect on motivation. Value of 0.267 is the value of path or path 1. Furthermore, the standardized beta value of motivation is 0.414. This value is the value of path or line 5, which indicates a positive and significant influence on the attitude of entrepreneurship. The standardized beta value of entrepreneurship education of 0.732 is the path value or path 3 which shows entrepreneurial education influences entrepreneurship attitudes and standardized beta motivational values of 0.414 are path or path 5 values. Based on the calculation of the error variable (e), the value of  $e_1 = 0.483$  and  $e_2 = 0.572$ . Based on these results, it can be concluded that entrepreneurship education has a direct influence on the attitude of entrepreneurship, and indirectly also has an influence on motivation as an intervening variable. This means that motivation mediates entrepreneurship education, so the more effective entrepreneurial education the greater the motivation for entrepreneurship will have an impact on the magnitude of the attitude of entrepreneurship. Thus the fifth hypothesis is that there is an influence of entrepreneurship education on entrepreneurial attitudes through acceptable motivation.

The results of the study of the influence of the family environment on motivation obtained standardized beta values of 0.519 with a significance value of  $0.012 < 0.05$ , which means the family environment has a significant positive effect on motivation. The standardized beta value of 0.519 is the value of path or path 2. Furthermore, the standardized beta value of motivation of 0.414 shows a significant positive effect. The standardized value of beta family environment of 0.279 is the path value or path 4 and the standardized beta value of motivation is 0.414 is the value of path or path 6. Based on the calculation of the value of the error variable (e), the value of  $e_1 = 0.483$  and  $e_2 = 0.572$ . Based on these results, it can be concluded that the results of path analysis show that the family environment has a direct and indirect influence on the attitude of entrepreneurship with motivation as an intervening variable. Thus the sixth hypothesis is that there is an influence of the family environment on entrepreneurial attitudes through motivation can be accepted.

## V. CONCLUSIONS AND SUGGESTIONS

Based on the results of the study, several conclusions can be drawn, namely (a) entrepreneurial education has a positive and significant effect on motivation. The more effective learning in entrepreneurship education the higher the motivation of students to become entrepreneurs. (b) The family environment has a positive and significant effect on motivation, meaning the stronger the role of parents in the family environment the higher the motivation of students to become entrepreneurs because the family environment is the main place in instilling one's ideology, attitudes, and behavior. (c) Entrepreneurship education has a significant positive effect on the attitude of entrepreneurship, meaning that the more effective entrepreneurial education is, the stronger the attitude of students to try. (d) The family environment has a positive and significant effect on the attitude of entrepreneurship, meaning that the greater the role of the family environment the stronger the attitude of students in entrepreneurship. (e) Motivation has a significant positive effect on entrepreneurial attitudes. Someone who has a strong motivation for entrepreneurship, the stronger a person's attitude to entrepreneurship. (f) Indirectly entrepreneurship education has a positive and significant effect through motivation towards entrepreneurial attitudes. This means that the influence of entrepreneurship education

will further strengthen the attitude of students to entrepreneurship through motivational variables. This is indicated by the greater indirect correlation coefficient value. (g) Indirectly entrepreneurial education has a positive and significant effect through motivation towards student entrepreneurship attitudes. This means that the influence of the family environment will be greater on the attitude of entrepreneurship if through motivation as an intervening variable. The results of calculations and hypothesis testing indicate that the indirect correlation coefficient value is greater than the direct relationship coefficient value.

Based on the conclusions described above, several suggestions can be made relating to the results of the study. The suggestions that can be submitted are as follows:

- a. Entrepreneurship education is an aspect that can influence entrepreneurial attitudes. For this reason, the study program should evaluate the content of the lecture material given to students to be able to change the mindset of students to become entrepreneurs. Lecture material should emphasize the aspects of entrepreneurial character formation and entrepreneurial practices through business incubators. Besides that, the study program must work with the UMKM community so that students get a model of entrepreneurs who are successful in doing business so that they will be able to motivate students and take action to run a business
- b. To improve the role of parents in the family environment, the study program can establish communication with student parents, especially those related to entrepreneurial activities such as involving parents in entrepreneurship seminars by inviting profiles of successful entrepreneurs as a model to instill entrepreneurial attitudes.

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