

THE INFLUENCE OF ENTREPRENEURSHIP KNOWLEDGE AND FAMILY ENVIRONMENT ON ENTREPRENEURIAL INTEREST OF 11TH GRADE STUDENTS AT SMK NEGERI 10 JAKARTA

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Abstract

This study aimed to examine the influence of Entrepreneurship Knowledge and Family Environment on Interest in Entrepreneurship among Class XI students at SMKN 10 Jakarta. The research utilized a survey method with a quantitative approach to collect data from a population of 246 students. A probability sampling technique with the Slovin formula was applied, resulting in a sample of 154 students. Data analysis was performed using validation and reliability tests with IBM SPSS software version 24. The study findings revealed significant results. Firstly, a positive and significant correlation was found between Entrepreneurship Knowledge and Interest in Entrepreneurship, indicating that higher levels of knowledge in entrepreneurship positively impact students' interest in entrepreneurial activities. Secondly, the Family Environment demonstrated a positive and significant influence on Interest in Entrepreneurship, suggesting that a supportive and encouraging family environment contributes to students' inclination towards entrepreneurship. Lastly, the combined effect of Entrepreneurship Knowledge and Family Environment showed a significant influence on Interest in Entrepreneurship, emphasizing the importance of both factors in fostering students' interest in entrepreneurial pursuits. These results provide valuable insights for educators and policymakers to design effective strategies that promote entrepreneurship among students. Encouraging the acquisition of entrepreneurship knowledge and fostering a supportive family environment may significantly enhance students' interest and readiness to engage in entrepreneurial ventures.

Keywords: Family Environment, Interest in Entrepreneurship, Entrepreneurship Knowledge

1. INTRODUCTION

Vocational High Schools (SMK) are schools that offer specialized programs to prepare students to face the working world. After graduating from school, students may continue their education at a higher level or directly seek employment in their field of expertise. Graduates of SMK and other equivalent educational institutions will compete in the job market, resulting in limited job opportunities and an increase in unemployment rates. The higher the graduation rate each year, the greater the number of job seekers. However, the number of job opportunities does not necessarily expand at the same rate, leading to an increase in unemployment (Gatiningsih & Sutrisno, 2017).

One solution to reduce unemployment is to promote entrepreneurship and create more job opportunities. The more entrepreneurs there are, the more job opportunities can be generated. Therefore, schools need to build and enhance students' interest in entrepreneurship, so they are equipped when they graduate and not solely dependent on existing job opportunities. One effort made in schools is by providing entrepreneurship knowledge. This knowledge is expected to address the unemployment issue. Based on data from the Central Statistics Agency (BPS) in 2020-2022, the unemployment rate is predominantly higher among SMK graduates, reaching 9.42%. Apart from this factor, the

interest in becoming civil servants and company employees is still higher than the desire to become entrepreneurs. Students tend to prioritize seeking jobs rather than creating job opportunities, and this contributes to the increasing unemployment rate (Hasmidyani & Soetjipto, 2019). Students must change their mindset that being an entrepreneur can provide better income. With the entrepreneurship knowledge they acquire during school, which includes both practical and theoretical aspects, they can open job opportunities.

A significant portion of the eleventh-grade students at SMKN 10 Jakarta, accounting for 62% (31 students) of the surveyed group, are keen on embarking on a job search once they complete their studies. This inclination reflects a desire to directly enter the workforce and contribute their skills and knowledge to the professional arena. For 26% (13 students) of the participants, the path of continuing education holds a strong appeal. These students are motivated to pursue further academic endeavors, possibly aiming to enhance their expertise in specific fields or broaden their horizons through higher education. Within the surveyed group, 12% (6 students) are displaying an interest in entrepreneurship as they consider their options after graduation. This subset of students envisions creating their own opportunities by venturing into business endeavors, showcasing an entrepreneurial spirit and a willingness to take calculated risks. The data gathered from a total of 50 students offers a valuable insight into the prevailing aspirations of the eleventh-grade cohort at SMKN 10 Jakarta. Their varying preferences for job searching, continuing education, or entrepreneurship highlight the diverse range of goals and ambitions among these students as they approach the end of their current academic phase.

Based on the preliminary research results obtained from the 11th-grade students at SMKN 10 Jakarta, it can be concluded that students' interest in entrepreneurship is still very low. The issue of unemployment among SMK graduates will be difficult to overcome if students' interest in entrepreneurship remains low. Based on the facts obtained by the researcher during initial interviews with several 11th-grade students at SMKN 10, there are several factors influencing students' interest in entrepreneurship, including capital, supportive environment, and knowledge to run a business.

According to (Prayetno & Ali, 2020), entrepreneurship knowledge is the totality of what is known about various information organized through rational and logical thinking processes in managing business indicators. Meanwhile, according to (Nasution & Panggabean, 2019), entrepreneurship knowledge encompasses all that is known in various types of data through the five senses and the mind, processed in the cognitive realm and stored in memory as an understanding of business to build the capacity and courage, with rational and logical risks, to handle profits in achieving success. Based on the entrepreneurship knowledge they acquire through entrepreneurship subjects at SMKN 10 Jakarta, which includes theory and practice, it is hoped that students' interest in entrepreneurship can be nurtured. Besides entrepreneurship knowledge, there are other factors that can encourage students to become entrepreneurs, one of which is the environment.

Support from the environment is also needed to encourage someone to become an entrepreneur, one of which is the family environment. The family environment is where someone receives their first education, which can influence attitudes and behaviors in determining life goals. The presence of entrepreneurs can be a primary element in driving the economy. However, many parents tend to prefer their children to become government

employees or pursue other professions with stable and certain salaries. As a result, many students choose not to become entrepreneurs.

The primary objective of this research is to assess the impact of entrepreneurship knowledge and family environment on students' interest in entrepreneurship. The study focuses on grade XI students at SMKN 10 Jakarta and aims to explore the relationship between these factors and their level of interest in entrepreneurship. By understanding the influence of entrepreneurship knowledge and family environment, the research aims to identify crucial factors that shape students' entrepreneurial aspirations. The findings will be valuable for developing strategies to foster a stronger interest in entrepreneurship among students, especially in the context of vocational schools.

2. LITERATURE REVIEW

2.1. Entrepreneurship Knowledge

According to (Nasution & Panggabean, 2019), entrepreneurship knowledge encompasses everything known about various types of data through sensory perceptions and reasoning processed in the cognitive domain and stored in memory as an understanding of business efforts to build skills and courage with rational and logical risks in handling profits to achieve success. Meanwhile, (Prayetno & Ali, 2020) define entrepreneurship knowledge as the totality of information organized through rational and logical thinking processes in conducting business indicators.

Entrepreneurship knowledge is the result of the process undertaken by human senses to observe, listen, and feel what entrepreneurs do to achieve success, enabling individuals to understand the aspects involved in entrepreneurship (Saragih et al., 2022). Mustafa (2014) cited in (Hendrawan & Sirine, 2018) mentions several indicators that can influence entrepreneurship knowledge, including: 1) taking business risks, 2) analyzing business opportunities, and 3) formulating problem solutions.

2.2. Family Environment

According to (Febiola, Gusteti, & Ermawati, 2022), the family environment is the smallest group in society and the first environment that influences a child's development and behavior. (Suprpti & Muhammad, 2022) assert that the family is the primary setting for an individual's activities throughout their life, making it the first and most important organization in human resource development. Hasbullah (2009) mentioned in (Luzfia, 2020) defines the family environment as the first place where an individual receives guidance and education from parents, leading to responsible and morally upright individuals. L. (Indriyani & Margunani, 2018) in (Rachmawati & Subroto, 2022) cite indicators that can influence the family environment, including: 1) parental understanding, 2) parenting style, 3) household atmosphere, and 4) family economic condition.

2.3. Interest in Entrepreneurship

Interest in entrepreneurship refers to an individual's desire to start and operate a business. Mustofa (2014) mentioned in (Aini & Oktafani, 2020) describes interest in entrepreneurship as a focal point of attention on entrepreneurship due to a liking and a desire to learn, understand, and explore entrepreneurship further. (Rezandh & Aziz, 2019)

stated that entrepreneurial interest is an individual's inclination to be interested in creating, managing, taking risks, and developing a business they create. Zimmer, (Zimmerer et al., 2008) suggest that interest in entrepreneurship stems from within an individual, with indicators such as not depending on others, helping the social environment, and feeling content to be an entrepreneur. Sutanto (2016) cited in (Dewi, 2019) highlights indicators that can be used to measure the variable of interest in entrepreneurship, including: 1) pleasure, 2) interest, 3) attention, and 4) involvement.

3. RESEARCH METHODS

In this research, the chosen method is quantitative research, which involves the collection and analysis of numerical data to examine the relationship between variables. The primary objective of quantitative research is to test hypotheses and draw generalizable conclusions based on statistical analysis. In this study, the researchers are interested in understanding how certain variables, referred to as dependent and independent variables, interact and influence each other.

Dependent variables are the outcomes or responses that the researchers are trying to measure or predict, while independent variables are the factors that are believed to have an impact on the dependent variables. By examining the relationship between these variables through quantitative analysis, researchers can identify patterns, correlations, or causal effects.

Quantitative research involves using various data collection methods such as surveys, questionnaires, or experiments to gather information in numerical form. Researchers then employ statistical techniques to analyze the data and draw meaningful conclusions. The goal is to obtain objective and reliable results that can be generalized to a larger population.

In this specific study, the researchers are conducting their quantitative research among grade XI students at SMK Negeri 10 Jakarta. The research may involve administering surveys or questionnaires to gather data related to specific variables of interest, such as students' attitudes, behaviors, or preferences in a particular context, in this case, possibly related to entrepreneurship or career interests.

The use of quantitative research in this study allows for a systematic and rigorous investigation of the relationships between variables, contributing to a more robust understanding of the factors influencing students' interests or attitudes towards entrepreneurship. By focusing on numerical data and employing statistical analysis, researchers can draw objective and data-driven conclusions, providing valuable insights to inform future educational policies or interventions to foster entrepreneurial interests among students.

4. RESULTS AND DISCUSSION

4.1. Research Result

4.1.1. Statistical Descriptive

Table 1. Descriptive Analysis

Descriptive Statistics									
	N	Min	Max	Mean	Std. Deviation	Skewness	Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
X1	162	48	60	53.64	3.048	.730	.191	-.512	.379
X2	162	46	80	65.64	6.275	-.187	.191	.274	.379
Y	162	53	80	67.65	4.903	.074	.191	-.469	.379
Valid N (list wish)	162								

Based on the results of the above output, it can be concluded that the skewness and kurtosis values show that the entrepreneurial knowledge variable (X1) is 0.730 and -0.512. Then for the family environment variable, each is -0.187 and 0.274, while for variable Y each is 0.074 and -0.469 so it can be concluded that the data is normally distributed.

The relationship between the independent and dependent variables can be described in the following constellation diagram:

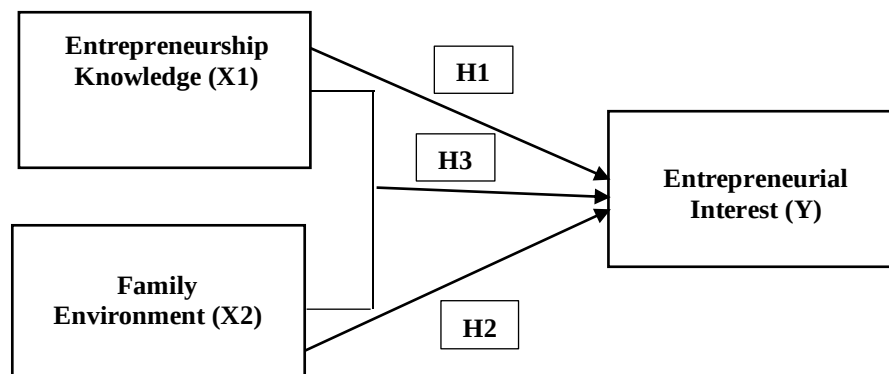


Figure 1. Diagram of Variable Relationships

4.1.2. Validity and Reliability Test

Validity test is a measure that shows the levels of validity or authenticity of a research instrument. An instrument can be said to be valid when it has a high validity value, and conversely a low validity value will result in invalid research instrument data. To determine the validity index of the questionnaire, the product moment correlation formula is used with a confidence level of 5%. A questionnaire is said to be valid if the significant value is <0.05 and if the significant value is 0.05 then $df = n-2$ or $162-2 = 160$ and the critical value r -table is obtained at 0.154.

Table 2. Validity Test of Variable X1

Entrepreneurship Knowledge	No	Total_X1	r_table 5%	Description
X1.2	2	0,547	0,154	Valid
X1.3	3	0,242	0,154	Valid
X1.4	4	0,396	0,154	Valid
X1.5	5	0,566	0,154	Valid
X1.6	6	0,594	0,154	Valid
X1.7	7	0,566	0,154	Valid
X1.9	9	0,504	0,154	Valid
X1.10	10	0,475	0,154	Valid
X1.11	11	0,564	0,154	Valid
X1.12	12	0,364	0,154	Valid

Table 3. Validity Test of Variable X2

Family Environment	No	Total_X2	r_table 5%	Description
X2.1	1	0,357	0,154	Valid
X2.2	2	0,432	0,154	Valid
X2.3	3	0,300	0,154	Valid
X2.4	4	0,255	0,154	Valid
X2.5	5	0,463	0,154	Valid
X2.6	6	0,509	0,154	Valid
X2.7	7	0,437	0,154	Valid
X2.8	8	0,399	0,154	Valid
X2.9	9	0,476	0,154	Valid
X2.10	10	0,568	0,154	Valid
X2.11	11	0,485	0,154	Valid
X2.12	12	0,302	0,154	Valid
X2.13	13	0,622	0,154	Valid
X2.14	14	0,583	0,154	Valid
X2.15	15	0,585	0,154	Valid
X2.16	16	0,540	0,154	Valid

Table 4. Validity Test of Variable Y

Entrepreneurial Interest	No	Total_Y	r_tabel 5%	Description
Y.1	1	0,486	0,154	Valid
Y.2	2	0,366	0,154	Valid
Y.3	3	0,426	0,154	Valid
Y.4	4	0,180	0,154	Valid
Y.5	5	0,381	0,154	Valid
Y.6	6	0,405	0,154	Valid

Y.7	7	0,489	0,154	Valid
Y.8	8	0,272	0,154	Valid
Y.9	9	0,426	0,154	Valid
Y.10	10	0,477	0,154	Valid
Y.11	11	0,483	0,154	Valid
Y.12	12	0,374	0,154	Valid
Y.13	13	0,342	0,154	Valid
Y.14	14	0,417	0,154	Valid
Y.15	15	0,469	0,154	Valid
Y.16	16	0,420	0,154	Valid

The reliability test was carried out using the alpha formula. Significant tests are carried out at the $\alpha = 0.05$ level. The instrument can be said to be reliable if the alpha value is more than $r\text{-table} = 0.154$, then the statement on the indicator can be said to be reliable. The following are the results of calculations carried out using IBM SPSS.

Table 5. Reliability Test Result

Variable	rx_y	r_{table} 5%	Description
X1	0,537	0,154	Reliable
X2	0,741	0,154	Reliable
Y	0,571	0,154	Reliable

4.1.3. Normality Test

Tabel 6. Normality Test Result

		Unstandardized Residual
N		162
Normal Parameters ^{a,b}	Mean	0
	Std. Deviation	3.75952123
Most Extreme Differences	Absolute	0.066
	Positive	0.038
	Negative	-0.066
Test Statistic		0.066
Asymp. Sig. (2-tailed)		.083 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the output table above, which is the result of the Kolmogorov Smirnov normality test calculation with IBM SPSS software version 24, it concludes that the three variables are normally distributed. This can be proven by the calculation results with a

significant level of 0.083. This significance level is > 0.05 . Thus, it can be concluded that the data above are normally distributed and can be used in further analysis.

4.1.4. Linearity Test

Table 7. Linearity Test Result

Variable	Deviation From Linearity
Entrepreneurship Knowledge * Entrepreneurial Interest	0,507
Family Environment * Entrepreneurial Interest	0,161

Based on the table 7, it is known that the Deviation from Linearity value of the entrepreneurial knowledge variable is 0.507 which indicates that the sig value is greater than 0.05. Thus, there is a significant relationship between the entrepreneurial knowledge variable and the entrepreneurial interest variable. It is also known that the Deviation from Linearity value of the family environment variable is 0.161 which indicates that the sig value is greater than 0.05. So, it can be concluded that there is a significant relationship between the family environment variable and the interest in entrepreneurship variable.

4.1.5. Multicollinearity Test

Table 8. Result of Multicollinearity Test

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	22.031	5.385		4.091	0		
	X1	0.347	0.106	0.215	3.266	0.001	0.85	1.177
	X2	0.412	0.052	0.527	7.987	0	0.85	1.177
a. Dependent Variable: Y								

The table 8 shows that the Tolerance values of X1 and X2 are both worth 0.850 which is greater than 0.10. Furthermore, the VIF values of the X1 and X2 variables are both worth 1.177 which means less than 10.00. In other words, it can be concluded that the regression model does not have multicollinearity problems.

4.1.6. Multiple Regression Equation

Table 9. Result of Multiple Regression Equation

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.031	5.385		4.091	0
	X1	0.347	0.106	0.215	3.266	0.001
	X2	0.412	0.052	0.527	7.987	0
a. Dependent Variable: Y						

Based on the data above, if entrepreneurial knowledge (X1) and family environment (X2) has a value of 0, then the interest in entrepreneurship (Y) amounted to 22.031. X1 coefficient value of 0.347 which means that if entrepreneurial knowledge (X1) increased by 1 point, the interest in entrepreneurship (Y) will also increase by 0.347 at a constant of 22.031 with a note that the coefficient value of X2 remains.

The coefficient of X1 and X2 is positive, meaning that there is a positive influence between entrepreneurial knowledge and family environment on entrepreneurial interest, which indicates that the more entrepreneurial knowledge increases and the family environment is applied, the more entrepreneurial interest of class XI students at SMKN 10 Jakarta will increase.

4.1.7. F test

Table 10. Result of F Test

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1595.37	2	797.685	55.736	.000b
	Residual	2275.574	159	14.312		
	Total	3870.944	161			
a. Dependent Variable: Y						
b. Predictors: (Constant), X2, X1						

Based on the data table 10, it can be seen that the Fstatistic value is 55.736. Ftable value can be found in the statistics table at the significance level or confidence level of 0.05. $F_{table} = F(k; n-k)$, $F(2; 159) = 3.05$. Based on the data above, the Fstatistic value is $55.736 > 3.05 F_{table}$. So, it can be concluded that the variables of entrepreneurial knowledge and family environment simultaneously have a significant effect on entrepreneurial interest.

4.1.8. T Test

Table 11. Result of T Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.031	5.385		4.091	0
	X1	0.347	0.106	0.215	3.266	0.001
	X2	0.412	0.052	0.527	7.987	0
a. Dependent Variable: Y						

Based on the T test table 11, the t-statistic of entrepreneurial knowledge (X1) is 3.266 and the family environment (X2) is 7.987. The t-table can be reached in the statistics table with a significance level of 0.05 with $df = n-k-1$ or $t(\text{sig}/2; n-k-1)$ $t(0.025; 158) = 1.975$. then it is known that the t-statistic value of entrepreneurial knowledge is $3.266 > 1.975$ t-table. and the t-statistic value of the family environment is $7.987 > 1.975$ t-table. hypothesis H0 is rejected and hypotheses H1 and H2 are accepted. Thus, it can be concluded that the coefficient is significant. This means that it can be said that there is an influence between entrepreneurial knowledge and family environment on the entrepreneurial interest of class XI students at SMKN 10 Jakarta.

4.1.9. Coefficient of Determination Analysis

Table 12. Result of Coefficient of Determination Analysis

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.689 ^a	0.475	0.469	4.793
a. Predictors: (Constant), X2, X1				
b. Dependent Variable: Y				

Based on the SPSS "Model Summary" output table 12, the coefficient of determination or R Square is 0.475. This R Square value of 0.475 is derived from squaring the correlation coefficient "R," which is $0.689 \times 0.689 = 0.475$. This value indicates that the variables Entrepreneurship Knowledge (X1) and Family Environment (X2) together have a simultaneous influence on the variable Interest in Entrepreneurship (Y).

4.2. Discussion

Based on the path coefficient calculation in the previous path table, specifically regarding the relationship between Entrepreneurship Knowledge and Interest in Entrepreneurship, it was found that the reliability score is $0.537 > 0.154$. The linearity

significance test resulted in $0.507 > 0.05$, and the T-test value is $3.266 > 1.975$. These results imply that Entrepreneurship Knowledge has a positive and significant impact on the interest in entrepreneurship among grade XI students at SMK Negeri 10 Jakarta, and the research hypothesis H1 is accepted. These findings align with a previous study conducted by (Saragih et al., 2022), which indicated that an increase in entrepreneurship knowledge encourages students' interest in entrepreneurship. This is further supported by the previous research results, where the t-test value for the Entrepreneurship Knowledge variable is $7.550 > 1.96$ (at a significance level of $0.000 < 0.05$).

Similarly, regarding the relationship between Family Environment and Interest in Entrepreneurship, the path coefficient calculation shows a reliability score of $0.741 > 0.154$. The linearity significance test resulted in $0.161 > 0.05$, and the T-test value is $7.987 > 1.975$. These results indicate that the Family Environment has a positive and significant impact on students' interest in entrepreneurship among grade XI students at SMK Negeri 10 Jakarta, and the research hypothesis H2 is accepted. These findings align with the previous study by (Saragih et al., 2022), which stated that a supportive family environment influences students' interest in entrepreneurship. This is further supported by the t-test results for the Family Environment variable, which is $6.151 > 1.96$ (at a significance level of $0.000 < 0.05$).

Furthermore, considering both Entrepreneurship Knowledge and Family Environment together on Interest in Entrepreneurship, the F-test value is $55.736 > 3.05$ (at a significance level of $0.000 < 0.05$). The T-test value for the constant is $4.091 > 1.975$. The coefficient of determination or R Square is 0.475. These results suggest that 47.5% of the interest in entrepreneurship among grade XI students at SMK Negeri 10 Jakarta is influenced by Entrepreneurship Knowledge and Family Environment. These findings are in line with a previous study by Sari, (Sari et al., 2022), where the T-test result of $3.986 > 1.670$ indicated that knowledge and family environment significantly influenced students' interest in entrepreneurship. Additionally, this study's results are consistent with research conducted by Sucipto, (Sucipto et al., 2022), as evidenced by the R Square value of 0.577, indicating that 57.5% of the interest in entrepreneurship among students at Universitas Riau is influenced by Entrepreneurship Knowledge and Family Environment. The F-test result of $61.329 > 3.096$ with a significance of 0.000 supports these findings.

5. CONCLUSION

After conducting research and data analysis on the influence of Entrepreneurship Knowledge and Family Environment on Interest in Entrepreneurship, the following conclusions can be drawn. Firstly, the study found a direct positive and significant influence of Entrepreneurship Knowledge on Interest in Entrepreneurship. This implies that individuals who acquire more information and knowledge about entrepreneurship tend to exhibit a higher level of interest in engaging in entrepreneurial activities. Therefore, it can be inferred that a higher level of Entrepreneurship Knowledge leads to a stronger inclination towards entrepreneurship.

Moreover, the research results also indicated a direct positive and significant influence of Family Environment on Interest in Entrepreneurship. This suggests that the level of support and encouragement provided by the family environment plays a crucial role in shaping an individual's interest in entrepreneurship. When individuals receive

better support and encouragement from their family regarding entrepreneurship, they are more likely to develop a higher interest in pursuing entrepreneurial ventures. In summary, the study highlights the significance of both Entrepreneurship Knowledge and Family Environment in fostering interest in entrepreneurship among the students at SMK Negeri 10 Jakarta.

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