

Entrepreneurship Education and Family Environment as Determinants of Entrepreneurial Interest among Vocational Students in Garut District

¹Muhammad Ilham Novian Firdaus, ²Nizar Alam Hamdani, ³Lindayani

^{1,2,3} Fakultas Kewirausahaan, Universitas Garut

24081119011@fkwu.uniga.ac.id

This research examines the relationship between entrepreneurship education and family environmental factors on their interest in starting an entrepreneur. Entrepreneurship education is an important part in terms of how the family environment and education influence students' future, especially in relation to entrepreneurship. This research examines three variables, namely entrepreneurial interest, education, and family environment. The research subjects were graduates of SMK Negeri 2 Garut in 2019. Quantitative methods based on non-experimental or survey designs were used in this research. Using SPSS 26 statistics and simple purposive sampling procedures, 87 participants were selected for this study from a pool of Google Form responses. Based on the results of this study, entrepreneurship education is an important predictor of interest in entrepreneurship, with a positive effect size of 33%. There is a positive and statistically significant relationship of 21.7% between family environment variables and entrepreneurial interest. The variables entrepreneurship education and family environment have a positive and statistically significant relationship of 35% with interest in entrepreneurship. Other variables not included in this analysis are 65%. These findings confirm that both entrepreneurship education and a supportive family environment play crucial roles in shaping students' entrepreneurial interest.

Keywords: Entrepreneurial Interest, Entrepreneurship Education, Family Environment.

I. INTRODUCTION

The number of entrepreneurs and the nature of its economy determine whether a country is developed or developing. The entrepreneurship ratio in Indonesia is lower than in Singapore (8.7%), Malaysia (4.7%), and Thailand (4.2%), according to the Minister of Cooperatives and Small and Medium Enterprises of the Republic of Indonesia. Indonesia's ratio is at 3.74 %. In comparison, developed countries usually have an entrepreneurship ratio of at least 12%. Due to its influence on GDP development, unemployment and employment issues are still major concerns for all countries [1].

These economic problems lead to a decline in productivity and individual income, which may result in poverty and other social challenges [2]. Indonesia has a population of 278.80 million, which is the fourth largest population in the world [3]. Even though the population is large and human resources are abundant, this has not been utilized optimally, due to the lack of employment opportunities in Indonesia. As a country with a young population structure, the workforce in Indonesia continues to increase rapidly,

which causes the workforce to increase on a larger scale but the number of jobs is slower [4].

The lowest unemployment rate is 3.3 % for people with no education at all. It reaches 11.1%, and 6.1% for individuals holding a Bachelor's, Master's, or Doctoral degree. Based on these figures, vocational schools are the main source of high unemployment among educational institutions in Indonesia. Vocational school graduates consistently have the highest unemployment rate compared to graduates of other school levels. Not all vocational school graduates are required to look for work, because the inclusion of entrepreneurship education in the formal curriculum allows students to develop an interest or tendency towards entrepreneurship [5].

Technical school graduates have the highest open unemployment rate by education level. There is a lot of competition for jobs among graduates of vocational schools and related programs, resulting in limited job prospects and increasing unemployment rates. As the number of graduates increases each year, the number of workers looking for work also increases. However, the current job market is unable



to accommodate the influx of graduates, leading to an increase in the unemployment rate [6].

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Entrepreneurial interest can arise from various stimuli. In work life it can be influenced by the pressure of the entrepreneurial role, individual characteristics, work involvement and professionalism, organizational commitment, job satisfaction and achievement motivation [7]. Various reasons may motivate individuals to develop an interest in doing business. One method is to provide knowledge or instruction about entrepreneurial business to students. Entrepreneurship education not only includes theoretical studies on the basic principles of entrepreneurship, but also important aspects in shaping individual attitudes, behaviors, and mindsets to develop their entrepreneurial potential [8].

The aim is to develop creative and inventive thinking capacity, as well as their ability to be confident in taking and handling risks [9]. Entrepreneurship education is important to be instilled in students so that when they graduate, students do not only hope for work in a private or government company, but open up opportunities by becoming entrepreneurs. By opening a business, it is hoped that it will open up employment opportunities for others [10].

Thus, the goal of entrepreneurship education is to equip students with the knowledge, drive, and skills necessary to become successful entrepreneurs. Through structured learning experiences, students are introduced to essential concepts such as business planning, opportunity recognition, risk management, innovation, and value creation. More than just technical skills, entrepreneurship education also fosters critical soft skills like creativity, problem-solving, resilience, leadership, and communication qualities that are essential for navigating the dynamic and often unpredictable nature of entrepreneurial ventures. By instilling an entrepreneurial mindset, education serves not only as

a foundation for starting a business but also as a catalyst for personal development and proactive behavior. Ultimately, entrepreneurship education empowers students to become job creators rather than job seekers, encouraging them to contribute to economic development and social progress within their communities and beyond.

II. LITERATURE REVIEW

2.1 Definition of Entrepreneurial Interest

The Theory of Planned Behavior argues that interest is characterized as a deliberate plan to engage in a particular action, which serves as a major determinant in predicting behavior directly or impacting an individual's propensity to initiate a business venture. The extent to which a person is interested in something indicates the intensity of their desire for that thing or the motivation they feel to act in a certain way [11].

Interest is an individual's personal tendency or interest in something and is not influenced by other people [12]. Interest is not triggered by threats or pressure, but by a strong self-awareness that comes from a burning ambition to succeed [13].

In general, individual interest can be seen from their interest in certain objects or activities, this interest is shown by paying more attention to the object and always participating. People who look enthusiastic, interested and tend to be more active in an individual activity follow activities according to their interests. Activities that are based on interest will be done happily and without any coercive factors, so it will allow for success in doing it [14].

Entrepreneurial interest, or the inclination of individuals particularly students to pursue entrepreneurship as a career path, has increasingly become a focal point in entrepreneurship research. Recent theoretical developments highlight the importance of psychological, social, and educational factors in shaping this interest. One widely used framework is Social Cognitive Theory (SCT), which emphasizes the role of self-efficacy, observational learning, and social influence in forming entrepreneurial intentions [15]. This theory suggests that students who believe in their entrepreneurial abilities and are surrounded by supportive environments are more likely to develop an entrepreneurial interest. Complementing this, Kirzner's Theory of Entrepreneurial Alertness (1973)



explains how the capacity to identify unnoticed opportunities in the market is a key factor in driving entrepreneurial behavior. Additionally, Entrepreneurial Skills Theory and Social Capital Theory have been integrated in recent studies to explain how practical skills and social networks contribute significantly to fostering entrepreneurial aspirations among students [16]. These grand theories together provide a robust conceptual foundation for understanding the complex interplay between individual capabilities, environmental support, and educational interventions in developing students' interest in entrepreneurship.

2.2 Entrepreneurial Interest Indicators

Some indicators of entrepreneurial interest include: Things that come from within a person are called intrinsic factors. The desire to make money is one of the intrinsic motivations that makes someone start their own business, personal motives, self-esteem, feelings of happiness, and recognition. Meanwhile, extrinsic factors are external stimuli that influence individuals. Home and the surrounding environment are examples of external influences that can affect a person's desire to start their own business, as well as the availability of educational opportunities and resources [17].

Entrepreneurial interest refers to an individual's psychological tendency or inclination to engage in entrepreneurial activities. This interest can be measured through various indicators that reflect cognitive, emotional, and conative components. The cognitive aspect includes knowledge and awareness about entrepreneurship; the emotional component captures feelings of excitement, curiosity, or attention toward entrepreneurial endeavors; and the conative dimension involves a desire, effort, and confidence to pursue entrepreneurship [18]. These dimensions align closely with the Theory of Planned Behavior [19], which posits that behavioral intention such as the intention to become an entrepreneur is influenced by attitude toward the behavior, subjective norms, and perceived behavioral control. Additionally, Effectuation Theory [20] offers a complementary lens by suggesting that entrepreneurial interest and intent can also emerge from resource-based logic and adaptive decision-making, rather than solely from predictive planning. By incorporating these grand theories, researchers can more accurately capture and

interpret the multifaceted nature of entrepreneurial interest.

2.3 Definition of Entrepreneurship Education

The importance of entrepreneurship education is very important in fostering an entrepreneurial spirit. Entrepreneurship education is implemented in the form of a curriculum from high school to university, which aims to provide knowledge and foster an entrepreneurial mindset from a young age. The goal is to produce the next generation of innovative and creative entrepreneurs who will become drivers of national progress. The entrepreneurship education curriculum in vocational schools includes compulsory subjects of crafts and entrepreneurship which aim to develop the individual entrepreneurial qualities of students and foster creativity [21].

With the aim of developing the creative and innovative abilities of students and being able to take advantage of opportunities and dare to take risks, not only producing graduates who understand entrepreneurship but also being able to produce new entrepreneurs with the aim of creating jobs [22].

Entrepreneurship education plays a critical role in shaping students' attitudes, intentions, and behaviors toward entrepreneurial careers. It not only enhances their knowledge and skills but also fosters entrepreneurial mindsets that are crucial in today's innovation-driven economy. According to the Human Capital Theory [23], education and training increase individuals' productive capacity, which in turn can improve their ability to recognize and exploit business opportunities. Furthermore, the Theory of Planned Behavior [24] is frequently used to explain how entrepreneurship education influences entrepreneurial intention through changes in attitude, perceived behavioral control, and subjective norms. More recently, Constructivist Learning Theory has been applied to entrepreneurship education, emphasizing active, experiential learning processes that allow students to construct entrepreneurial knowledge through real-world application and reflection [25]. These theoretical frameworks provide a strong foundation for understanding how structured educational interventions can cultivate the competencies and confidence necessary for entrepreneurial action.



2.4 Definition of Family Environment

Environment refers to the physical and social surroundings in which individuals or groups engage in activities and interactions that may have a direct or indirect impact on their personal growth. Family is a strong social grouping that includes at least two people who are related to each other through marriage, blood, or adoption. A family consists of a father and mother who are legally married forming a family unit. Parents have the obligation to educate, care for and guide individual children to a level of development that prepares the individual for social life [26], [27].

The family environment plays a pivotal role in shaping an individual's interest and intention to engage in entrepreneurial activities. It provides not only emotional and financial support but also serves as an early source of entrepreneurial exposure and modeling. According to Social Cognitive Theory [28], individuals learn behaviors, values, and attitudes through observation and imitation of role models within their immediate social context particularly the family. In households where entrepreneurship is visible, children are more likely to develop self-efficacy and favorable attitudes toward entrepreneurial careers. Furthermore, Family Embeddedness Theory [29] emphasizes how family norms, expectations, and resources influence business intentions and decisions, suggesting that entrepreneurial intentions are often deeply rooted in family structure and dynamics. Recent empirical studies have also confirmed that parental role models, family business background, and emotional encouragement significantly increase students' likelihood of pursuing entrepreneurial ventures. These theoretical insights highlight the critical, often underestimated, role of family as a socializing agent in the formation of entrepreneurial intention.

The family environment is a place for individuals to carry out their first activities and interactions and can make individuals develop both in terms of age and thinking that can determine goals, for the simple reason that when a business is launched or fails, the family is the first to support it.

III. RESEARCH METHODS

In research, certain stages are needed to determine how to conduct research effectively and efficiently covering all stages in the plan in implementing a research, from ideas to the results obtained. Research design involves a systematic and

objective design in using methods to collect, process, analyze, and present data to address problems or test hypotheses and develop general principles [30]. It can be concluded that with the research design, researchers have a clear and structured grip on conducting a research.

This group consists of alumni of SMKN 2 Garut who have taken craft and entrepreneurship classes and graduated in the 2019 academic year. Researchers collected samples from a larger population that they believed was sufficiently reflective of the whole and could be used to measure relevant characteristics. This study uses a non-probability sampling approach, specifically purposive sampling. During the purposive sampling approach, researchers rely on pre-established criteria to select participants.

Data analysis involves categorization, pattern identification, and determination of basic descriptive units in a set of data. In order for the observed events to have social, academic, and scientific value, a series of actions known as data analysis must be carried out to explore, classify, organize, interpret, and validate the data [31]. The statistical product and service selection program (SPSS) was used for data processing and analysis in this study, which follows the statistical method. As part of the study, the researcher used multiple linear regression to evaluate the hypotheses and test classical assumptions.

IV. RESULT AND DISCUSSION

This study uses a questionnaire as one of its main instruments. Google form and direct survey distribution are the means of data collection used in this study. The study was conducted on graduates of SMK Negeri 2 Garut in 2019 involving a total of 87 respondents from several fields of study. Entrepreneurship education (X1), family environment (X2), and interest in entrepreneurship (Y) are the factors underlying this research. Researchers use descriptive analysis to find out how these variables perform. This involves describing or illustrating the data obtained in its original form. In this study, the researcher used a continuum line to determine the magnitude of the variables studied.



Table 1. Multicollinearity Test Results

Coefficients ^a		
Model	Collinearity Tolerance	Statistics VIF
1 Entrepreneurship Education	.712	1,404
Family Environment	.712	1,404

Source: (Author, 2024)

The table is quite clear that both the family environment variable and the entrepreneurship education variable have a tolerance value of 0.712. The VIF value on the family environment and entrepreneurship education variables is also 1.404. All independent variables in this study do not show multicollinearity, as evidenced by a tolerance value of more than 0.100 and a Variance Inflation Factor (VIF) lower than 10.00.

Table 2. Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.604 ^a	.365	.350	4.244

Source: (Author, 2024)

The main objective of this study is to identify the elements that foster an individual's desire to start their own business, as well as the relationship between family environment and entrepreneurship education. The results show that there is only a weak correlation, with an R value of 0.604. While the Adjusted Square value is 0.350. Based on the coefficient of determination, there is an influence of entrepreneurship education and family environment on students' interest in entrepreneurship of 35%. Although additional independent variables account for 65% of the total influence, they are not considered in this study.

Table 3. Regression Coefficients

Coefficients ^a						
Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	90.0% Confidence Interval for B	
	B	Std. Beta			Lower Bound	Upper Bound
1 (Constant)	3.368		.796	.428	-3.107	10.843
Family Environment	.396	.108	.221	.825	-.089	.781
Entrepreneurship Education	.456	.108	.456	.651	-.231	.643

Source: (Author, 2024)

In understanding the importance of the relationship between entrepreneurship education, family environment, and entrepreneurial interest, this study will try to answer the following questions. Based on the findings, all independent variables influence the desire to start a business at the same time. The home environment and formal entrepreneurship education play a role in shaping students' future careers in business.

Based on the findings of this study, Entrepreneurship Education has a positive influence on students' interest in entrepreneurship at SMK Negeri 2 Garut. The regression analysis that tested the relationship between entrepreneurship education and interest in the field produced a value of 0.578. A positive regression coefficient with a significant value of less than 0.1 indicates that there is a one-way relationship between the amount of entrepreneurship education implemented and the level of interest in entrepreneurship, with a significance level of 10% and a significance value of 0.000. Simply put, there

will be a direct correlation between the expansion of entrepreneurship education and the growth of interest in the field. Conversely, interest in entrepreneurship will decrease if education on the subject is low.

The level of entrepreneurship education indicated by the R value of 0.575 is classified as high. Meanwhile, the R² value of 0.330, which is the coefficient of determination, shows that 33% of the variation in students' interest in entrepreneurship is likely caused by entrepreneurship learning. However, this analysis only covers 33% of the factors influencing the results, as H1 is approved. The research findings show that entrepreneurship education at SMK Negeri 2 Garut has a significant influence on students' interest in starting a business.

This study supports the third hypothesis which states that students' exposure to entrepreneurship both in class and in the family has a positive effect on entrepreneurial interest at SMK Negeri 2 Garut. The correlation coefficient (R value) of 0.604 indicates that there is a strong positive relationship between exposure to entrepreneurship education and a person's interest in entrepreneurship, as well as their family environment. The Adjusted Square value of 0.350 indicates significance considering that 35% of students' interest in entrepreneurship is likely influenced by entrepreneurship education and family environment. However, this analysis only contributes 35% of the factors that influence the results, this is indicated by the acceptance of the H3 hypothesis.

The results of this study indicate that children whose families encourage and inspire them, in addition to having access to entrepreneurship courses, are more likely to show interest in starting a business. Both of these characteristics significantly and favorably influence the likelihood that someone will undertake an entrepreneurial venture. The skills and knowledge that students acquire through entrepreneurship instruction in the classroom are likely to be useful to them in the real world. In addition, when students receive support and advice from their families, their tendency to become entrepreneurs increases. Thus, entrepreneurship education and family environment are not only technical skills, but also important factors that form the foundation for students to become entrepreneurs.

V. CONCLUSION AND SUGGESTION

This study aims to determine the relationship between exposure to entrepreneurship education, family environment, and entrepreneurial interest of alumni of SMK Negeri 2 Garut. Alumni of vocational schools like this will play a very important role in the growth and development of the country's economy in the coming years, both as employees and business owners. Based on these findings, entrepreneurship education contributed 33% of the variation in entrepreneurial interest, while a person's family environment contributed 21.7%. The increase in interest in establishing a business by 35% was associated with exposure to entrepreneurship education and a good family environment and was statistically significant. Students' interest in entrepreneurship in this context can be influenced by many factors, such as social influence, educational attainment, personality traits, motivation, and economic situation.

VI. REFERENCE

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