



## Analysis The Influence of Entrepreneurship Education and the Environment Family To Interest Technopreneur Student School Intermediate Vocational

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### Abstract

This Study explain influence of Entrepreneurship Education and the environment family to interest technopreneur student school medium vocational. Population in study this is Students of SMK Negeri 2 Padang. Sample as many as 41 respondents determined using purposive sampling technique. Analysis used is analysis multiple linear regression. Test results show that Entrepreneurship Education and the Environment Family have influence positive and significant to interest technopreneur, fine in a manner Partial nor simultaneous. Research results this have implication practical with findings that education entrepreneurship and the environment family as an internal factor build interest student for could start effort, and things this make that student capable build field work alone.

**Keywords** : Entrepreneurship Education , Environment Family , Interests Technopreneur

## 1. Introduction

Vocational education is education that learns training in a manner specific can \_ used in the world of work (Paflova, 2009: 7). kindly detail could interpreted that Vocational education accommodate student for could learn competencies required by the world of work and industry. School Intermediate Vocational (SMK) is a secondary education that prepares student as candidate power work and develop existence in accordance with competence expertise that has selected. Condition this is what requires SMK to equip student with knowledge and training live in the field.

The entry of the Industrial Revolution Era 4.0 made many sectors must adapt with digitization technology. The more day technology the more show existence, incl in the business sector business. SMK students as

product from prepared school for work, it is directed that SMK graduates do not only oriented as seeker work (job seekers) however got and ready Becomes creator job (job creator) as well. In position here, school need Becomes *mediating* between need Among field work with method Upgrade desire entrepreneurship student.

According to Basia et al., (2016) in responding to the present and future competition in the business world which relies more on knowledge and intellectual capital, in order to become a nation's competitiveness, the development of young entrepreneurs needs to be directed at educated (intellectual) youth groups. in this case students vocational is products that need to be encouraged and their interest to grow in entrepreneurship in the technology sector.

Student Meneng Vocational (SMK) has enough opportunities big for follow as well as by build system economy with utilise development youth, educate students in order besides capable for work in a company but also stimulating interest student for Becomes a entrepreneur.

Interest is something desire, interest as well as willingness individual through the ideas you have for work hard or will for try Fulfill need his life without feel afraid with risk that will happened. Interest entrepreneurship no owned so only by someone, but could built and directed as well as developed in accordance skill someone.

Becoming an entrepreneur is often seen as a career choice that is not very favorable because one is faced with uncertain, full of obstacles, and frustrating daily situations related to the process of starting a new business that has failed. Humans are the most perfect beings who have reason and have the desire to always move forward in order to improve their standard of living. In order for these things to be realized, effort and hard struggle are needed. To be able to guarantee and improve the standard of living, humans cannot only rely on the government, because the government is unlikely to be able to accommodate and provide employment as a whole. Therefore, in entering the productive age of work, it is necessary to have an interest in entrepreneurship.

The role of parents is very important and will provide direction in the selection of children's work. Entrepreneurial interest develops in a person if the environment supports it because interest is formed from the family environment. The results of a study stated that students wanted to do an entrepreneurial activity because they saw their neighbors doing entrepreneurship. This is meaningful that in making a decision to become an entrepreneur is influenced by the social environment and association of that person.

Another factor that can foster a person's interest in entrepreneurship also comes from the role of schools through the provision of entrepreneurship education. Thus the problems faced by the institution education is how to foster an interest in entrepreneurship in students so that the career choices they choose after graduation are as entrepreneurs, one of which is by including entrepreneurship courses on study benches in addition to other programs, with the hope that this entrepreneurship subject can provide knowledge to students. students about

entrepreneurship so as to attract students ' interest in entrepreneurship .

The purpose of this research is to find out 1). Is there a direct influence of entrepreneurship education on interest technopreneur students of SMKN 2 Padang city. 2). To find out whether there is a direct influence of the family environment on interest technopreneur students of SMKN 2 Padang city. 3) To find out whether there is a direct influence of the family environment on the interest in entrepreneurship at SMKN 1 Jambi city. 4) To find out whether there is a direct influence of entrepreneurship education on the interest in entrepreneurship of students at SMKN 1 Jambi city. 5) To find out whether there is a direct influence of the entrepreneurial spirit on the interest in entrepreneurship of students at SMKN 1 Jambi city. 6) To find out whether there is an indirect effect

## 2. Theory Study

### A. Entrepreneurship Education

structured learning environment (Hidayat, 2017). Furthermore , according to Mursiddin (2020) Entrepreneurship education is not an activity in an empty and meaningless space or without purpose and without enthusiasm, education is actually to prepare a better person's future, which is truly dynamic and competent and advanced so that a person is able to prepare and changing patterns of thinking, a better life orientation, the way one responds to problems, sensitivity to challenges and being sensitive and alert to taking advantage of opportunities and being persistent in achieving life's prosperity. Education should be placed to answer various problems that arise in life. Entrepreneurship education teaches the inculcation of entrepreneurial values that will build character and behavior for entrepreneurship so that students can be independent by acquiring various entrepreneurial skills competencies which can later be applied after graduating from school. (Arief Hidayatul, 2020:36) .

### B. Environment Family

family environment comes from the words environment and family. The family is the smallest social group bound by marriage, consisting of husband, wife and their children. So the family environment is the sum of all animate and inanimate objects and all the conditions that exist within the small social group, which consists of fathers, mothers and children who have social relations due to ties of blood, marriage and/or adoption.

Entrepreneurship education in the family environment begins with giving positive examples from parents and forming habits in entrepreneurship. The atmosphere of the house is also very influential on the development and behavior of children .

### C. Interest Technopreneur

Entrepreneurial interest is a psychological symptom to focus attention and do something about business activities with a happy feeling because it brings benefits to him. which is accompanied by full attention and accompanied by a sense of fun and interest (Alma, 2018) Interest in entrepreneurship is a good and useful thing in order to achieve the ideals of a developing nation for now, especially in the progress of a nation. An entrepreneur will become independent and not depend on jobs provided by other people (Afriani, 2015). Entrepreneurial interest will arise because it is preceded by knowledge and information about entrepreneurship which is then poured into an activity to gain experience and apply the knowledge that has been obtained in the field where finally the desire arises to carry out this activity. Entrepreneurial interest is not just owned by someone, but can be fostered and directed and developed according to one's expertise .

Entrepreneurial interest is the activity of starting a business accompanied by a feeling of liking something, then wanting to learn more and proving it by carrying out activities to increase self-actualization at work, even wanting to increase one's income and encourage one to concentrate and have interest. interest. Hope to use existing business opportunities to create new businesses in innovative ways to participate in risk-taking activities to run a business or own a business .

### 3. Method Study

In this study the population is students SMKN 2 Padang City. Based on the calculation of sampling using Purposive Sampling, the sample in this study was 41 students. The variables studied in this research itself, namely Entrepreneurship Education (X1), Environment Family (X2) and technopreneur interest (Y). This research uses descriptive analysis techniques . This analysis is to find out how technopreneur students of SMKN 2 Padang city. This study also uses multiple regression analysis.

## 4. RESULTS AND DISCUSSION

### Identification Variable

Data used is the data obtained from questionnaire as many as 41 respondents . Bound variable from study this is Interest Technopreneur . While the independent variable namely entrepreneurship and environmental education family .

### Data Analysis

#### Instrument Test Study

##### 1. Validity Test

Validity test done with help SPSS application, with use Pearson correlation , based on 16 point questions for each variable.

Table 1. Validity Test

Variable	Sig	Information
Entrepreneurship Education	0.01	<i>Valid</i>
Environment Family	0.01	<i>Valid</i>
Interest Technopreneur	0.01	<i>Valid</i>

table above \_ show that the data of all variables is valid.

##### 2. Reliability Test

The results of data processing from 3 variables , carried out testing reliability for knowing as far as results measurement with use the same object , will generate the same data . Testing using Cronbach Alpha.

Testing variable Entrepreneurship Education (X1), Environment Family (X2), and Interests Technopreneur (Y), with each variable has 16 items question .

Table 1. Reliability Instrument

Variable	Cronbach Alpha	Information
Entrepreneurship Education	0.980	<i>Reliable</i>
Environment Family	0.978	<i>Reliable</i>
Interest Technopreneur	0.975	<i>Reliable</i>

Source : Independent Data Processing (2022)

Based on reliability test results could is known that Cronbach Alpha value  $> 0.60$  then could said that the variable Entrepreneurship Education, environment family and interests technopreneur stated reliable .

### Assumption Test Classic

residual normality test results show that mark Kolmogrov -Smirnov sig value (2-tailed) of  $0.076 > 0.05$ , then could said that data in study this normally distributed .

The multicollinearity test results obtained a tolerance value of  $0.204 < 0.1$  and a VIF value of  $4.893 < 10$ . It can be concluded that there is no multicollinearity problem between the independent variables of entrepreneurship education and family environment.

The next classic assumption test, namely the heteroscedasticity test , uses spearman method . Could said no occur heteroscedasticity , because the data is significant for the residual  $> 0.05$ . In accordance with the table below this .

Table 2. Heteroscedasticity test s

Variable	Unstandardized Residuals	Information
Entrepreneurship Education	0.173	No Heteroscedasticity
Environment Family	0.196	No Heteroscedasticity

**F Test (Simultaneous) + Coefficient Determination**

Table 4. F-test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14318.247	2	7159.123	168.163	.000 <sup>b</sup>
	Residual	1617.753	38	42.572		
	Total	15936.000	40			

a. Dependent Variable: MT (Y)

b. Predictors: (Constant), LK (X2), PK (X1)

Simultaneous significant test (F) obtained a significance level of  $0.000 > 0.05$  and  $F_{count} = 168.163 > F_{table} = 4.098$  So it can be concluded that the variables of entrepreneurship education and family environment simultaneously have a significant effect on the variable interest in entrepreneurship.

As for big contribution could seen in the Adjusted R Square value of 0.893 or 89.3%. Table 4. Coefficient Determination.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.948 <sup>a</sup>	.898	.893	6.52476

a. Predictors: (Constant), LK (X2), PK (X1)

b. Dependent Variable: MT (Y)

**Analysis Results Multiple Linear Regression**

Testing analysis multiple linear regression conducted on the variable Entrepreneurship Education (X1), Environment Family (X2), and Interests Technopreneur (Y) uses formulation with generate data as following :

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.894	3.086		.938	.354
	PK (X1)	.127	.111	.131	1.150	.257
	LK (X2)	.816	.113	.829	7.248	.000

a. Dependent Variable: MT (Y)

As for formulation as following :

$$MB = 2.894 + 0.127PK + 0.816LK + e$$

Based on the obtained constant value of 2.894, if the variable of entrepreneurship education and family environment is fixed, then the value of interest in entrepreneurship is 2.894. Based on the value of the regression coefficient on the entrepreneurship education variable (X1) is 0.683. This shows that any change in the entrepreneurship education variable (X1) will have a positive effect on technopreneur interest (Y) of 0.127 assuming the family environment variable (X2) is constant. The value of the regression coefficient is positive indicating a unidirectional effect, meaning that if the entrepreneurship education variable (X1) increases by one unit, it affects the increase in the interest in entrepreneurship variable (Y) by 0.127 and vice versa.

The regression coefficient value on the family environment variable (X2) obtained a value of 0.816 meaning that any changes that occur in the family environment variable (X2) will have a positive effect on interest in entrepreneurship (Y) of 0.816 assuming the entrepreneurship education variable (X1) remains constant . The coefficient value in the regression is positive, indicating a unidirectional effect. This shows that if the family environment variable (X2) increases by one unit, it will affect the increase in the variable interest in entrepreneurship (Y) of 0.816 and vice vers .

**Discussion**

**The Influence of Entrepreneurship Education on the Interests of Technopreneurs in SMKN 2 Padang City Students**

Based on the results of the t test, the  $t_{count} = 1.150 > t_{table} 1.304$  with a significant value of  $0.000 < 0.05$ . So there is a partial and significant influence between entrepreneurship education (X1) on entrepreneurial interest (Y) in students of SMKN 2 Padang . These results are also

supported by several studies conducted including Hussain and Norashidah (2015: 50) concluding that the existence of entrepreneurship education can increase enthusiasm to become an entrepreneur, Farida and Nurkhin (2016) conclude that entrepreneurship education can influence entrepreneurial interest. However, Yanti (2019: 278) concludes that there is a lack of methods used in obtaining entrepreneurial knowledge.

Student entrepreneurship education is classified as very good. Adnyana and Purnami (2016:116) argue that entrepreneurship education is a person's effort to increase entrepreneurship. This is also shown by students of SMK Negeri 2 Padang City, who already have entrepreneurial knowledge and obtain it through entrepreneurship education. Students already have knowledge related to entrepreneurship, this knowledge is like the forms and types of entrepreneurship. After receiving information related to entrepreneurship, a feeling of pleasure in entrepreneurship arises and a desire to visit the entrepreneurship bazaar, then students start small businesses, such as selling phone credit, becoming private tutors, etc. This is in accordance with Shoimah's view (2019: 192) that entrepreneurship education obtained in the form of knowledge can shape a person's character, understanding and skills as an entrepreneur.

The ability of students to understand their business environment is a priority and is owned by entrepreneurs, one of which is knowing business competitors around students if a student's career choice is entrepreneurship. Students can also analyze business competitors around them so that the products or services offered by them have advantages over other competitors. Afifah, Sunaryo and Wahono (2020:2) argue that entrepreneurship education is the pursuit of knowledge, understanding and learning for someone who is interested in an entrepreneurial career. An attitude of student responsibility is obtained by helping family businesses to advance student entrepreneurship. Dwijayanti (2015:173) says that the purpose of entrepreneurship education, besides adding entrepreneurial knowledge and foster an entrepreneurial spirit, can also instill entrepreneurial behavior.

SMK N 2 Padang students have the desire to start a small business, and this can eventually generate interest in entrepreneurship, then this is also supported by students ability to coordinate business affairs. An entrepreneur

must have a good entrepreneurial attitude, which every student can get through entrepreneurship education. Changing attitudes, thoughts and behavior student for Becomes a entrepreneur is one aim from education entrepreneurship. (Masruroh and Suharningsih, 2017: 57).

### **Influence Environment Family to Interest Technopreneur students of SMKN 2 Padang City**

Based on the results of the t test analysis, it was obtained that  $t_{count} = 7.248 < t_{table} 1.304$ , with a significant value of  $0.000 > 0.05$ . Therefore, there is no partial and significant influence of family environment on technopreneur interest students of SMKN 2 Padang . The results of this study are supported by Ghifari and Irwansyah (2020: 38) who found that work is the best choice for their children and if the job is lawful then parents must give their children work to conclude that this is not the case. provide freedom to choose Furthermore, Agusra (2021:74) concluded that excessive institutional support by parents can make children lazy in doing business. In contrast to Agusra, Farida & Nurkhin (2016) concluded that people's attention is seen when they are in a family business.

## **5. Conclusion**

Based on results research that has done could concluded as following:1) Entrepreneurship education received by students at school give very impact good for student could continue Entrepreneur especially in development technology;2) Environment student 's family very good in support student in entrepreneurship;and. 3) students have interest classified technopreneur well, show that student have interest for entrepreneurship .

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