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The Influence of Motivation, Self-Efficacy and Family Environment on Students' Interest for Entrepreneurship
Survey on Students of Management Study Program, Faculty of Economics at Slamet Riyadi University Surakarta

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ABSTRACT

This study aims to explain the impact of motivation, self-efficacy, and family environment on students' interest in entrepreneurship. The research was conducted using a survey method on 2018 students from the Management Study Program at the Faculty of Economics, Slamet Riyadi University. Data collection techniques included questionnaires and observations. The sampling method used was purposive sampling, with 80 respondents who had taken entrepreneurship courses and were active students from the class of 2018. Based on the t-test results, motivation and family environment significantly influenced students' interest in entrepreneurship, whereas self-efficacy did not have a significant effect. Meanwhile, the F-test results showed that motivation, self-efficacy, and family environment collectively influenced students' entrepreneurial interests. The coefficient of determination (R^2) was found to be 0.420, indicating that 42% of students' entrepreneurial interest is influenced by motivation, self-efficacy, and family environment, while the remaining 58% is affected by other variables not examined in this study. Therefore, students need to enhance their motivation, self-efficacy, and family support for entrepreneurship as preparation for their careers after graduation.

Keywords: Entrepreneurial Interest, Family Environment, Motivation, Self-Efficacy

INTRODUCTION

Many people assume that they will look for job opportunities after graduating from an educational institution. However, finding a job is challenging, especially for new graduates, as the increasing workforce is not accompanied by a rise in the Labor Force Participation Rate (LFPR). According to the Central Jakarta Statistics Agency (2020), the labor force in February 2020 reached 137.91 million people, with 6.88 million unemployed, resulting in an LFPR of 69.17%. This figure reflects a 0.15% decline from February 2019, indicating a decrease in the economic potential of the labor supply.

The limited absorption of labor forces job seekers who are not hired to reconsider their options, one of which is entrepreneurship. However, fostering students' interest in entrepreneurship is not easy. Various efforts have been made to encourage entrepreneurial interest, particularly by shifting students' mindsets from job seekers to business owners. In this regard, teachers play a crucial role in providing knowledge about business and entrepreneurship, as well as psychological aspects such as motivation, self-efficacy, and family influence.

Motivation is one of the key factors in fostering students' entrepreneurial interest and determining their success or failure as entrepreneurs (Agusmiati, 2019). Motivation is a psychological process that explains an individual's behavior (Uno, 2019). Based on these statements, motivation can be concluded as the driving force behind business behavior in achieving goals.

Self-efficacy refers to an individual's belief in their ability to perform specific tasks successfully (Agusmiati, 2019). It is a person's confidence in their capability to complete tasks and achieve desired outcomes (Yuliatika, Dina, & Sri W. Rahmawati, 2018). From these definitions, self-efficacy can be understood as self-confidence in performing tasks effectively to reach set goals.

Another factor influencing students' entrepreneurial interest is the family environment. According to Hutagalung (2017), the family environment is the first and primary medium shaping a child's behavior and development. Parents act as role models and indirectly influence their children's career choices, including their motivation to pursue entrepreneurship.

This study aims to analyze the impact of motivation, self-efficacy, and family environment on students' interest in entrepreneurship. In response to this phenomenon, Slamet Riyadi University Surakarta continues to encourage entrepreneurship among students, with the broader goal of developing successful entrepreneurs and improving students' overall quality.

LITERATURE REVIEW

Motivation

According to Rifkhan (2017), motivation is an incentive that consciously influences a person's behavior, driving them to take action in achieving specific

results or goals. Motivation enables individuals to determine the type of business they will pursue and set their future goals and expectations (Alifia & Isye Fera, 2019). Similarly, Baskara (2018) states that motivation is closely related to specific objectives. It is a consciously driven behavior aimed at fulfilling desired needs.

Self-Efficacy

Self-efficacy refers to an individual's belief in their own abilities. Confidence in one's skills plays a crucial role in starting a business (Jailani, Muhammad, 2017). In line with this, Yuliatika (2018) also emphasizes that self-confidence significantly impacts individual performance, as it helps individuals showcase their best potential.

Family Environment

According to Wiani (2018), the family environment greatly influences a child's personality development, as it serves as the primary and most impactful environment compared to secondary influences. Hutagalung (2017) supports this by stating that the family environment is the first and main medium shaping a child's behavior during their growth stages. Parents also act as guides for their children's future, indirectly influencing their motivation in career choices, including entrepreneurship. Children who receive strong family support are more likely to pursue what they truly want, such as becoming entrepreneurs.

Interest

According to Ariyanti (2018), interest is the enthusiasm for an activity without external pressure to achieve a goal. Interest also encourages individuals to engage with other people, activities, and experiences that develop naturally through the activity itself. Meanwhile, Baskara (2018) defines entrepreneurial interest as a person's passion for engaging in entrepreneurial activities.

RESEARCH METHODOLOGY

This research was conducted at Slamet Riyadi University, Surakarta, Central Java, using a survey method. This approach allows for various techniques in participant recruitment, data collection, and instrumentation. Survey research can incorporate quantitative strategies through questionnaires with numerically rated items (Julie Ponto, 2015).

The population in this study consists of students from the Management Study Program, Faculty of Economics, Slamet Riyadi University, Surakarta, specifically from the 2018 cohort. The sample was selected using a purposive sampling method, with the criteria being active students from the 2018 class who have taken entrepreneurship courses. The sample size was determined using Slovin's formula, resulting in 80 respondents.

The data collection methods used in this study were observation and questionnaires. The questionnaires were distributed via Google Forms and contained several statements measuring motivation, self-efficacy, family environment, and interest in entrepreneurship, assessed using a Likert scale.

The data analysis process began with tabulating the questionnaire responses that met the sample criteria. The researchers then conducted instrument tests, including validity and reliability tests, followed by classical assumption tests. The analysis continued with multiple linear regression, t-tests, F-tests, and a coefficient of determination test to assess the effect of the independent variables (motivation, self-efficacy, and family environment) on students' interest in entrepreneurship.

Definition of Operational Variables

Motivation

Motivation refers to the driving force that encourages students of the Faculty of Economics, Slamet Riyadi University, Surakarta, to take action in achieving their desired goals. According to Ariyanti (2018), the indicators of motivation include encouragement, drive, stimulus, enthusiasm, and passion.

Self-Efficacy

Self-efficacy is an individual's belief in their ability to take actions that foster an interest in entrepreneurship among students of the Management Study Program, Faculty of Economics, Slamet Riyadi University, Surakarta. According to Yuliatika (2018), the indicators of self-efficacy include level (task difficulty), generality (breadth of behavior), and strength (stability of belief).

Family Environment

The family environment plays a crucial role in shaping an individual's interest in entrepreneurship, especially when family members serve as entrepreneurial role models. The family environment can significantly influence students of the Management Study Program, Slamet Riyadi University, Surakarta, in pursuing entrepreneurship. According to Wiani (2018), the indicators of the family environment include parenting styles, relationships among family members, home atmosphere, economic conditions, parental understanding, and cultural background.

Interest in Entrepreneurship

Interest in entrepreneurship refers to an individual's inclination towards entrepreneurial activities, along with a strong desire to explore resources and available business opportunities. With a strong entrepreneurial interest, students of the Management Study Program, Faculty of Economics, Slamet Riyadi

University, Surakarta, can develop their potential to become successful entrepreneurs. According to Dewi (2019), the indicators of entrepreneurial interest include feelings of enjoyment, curiosity, attention, and active involvement.

RESULT AND DISCUSSION

Respondent Characteristics

The respondents' characteristics by gender indicate that the majority were women, totaling 50 individuals (62.5%). Meanwhile, based on age, most respondents were between 20 and 30 years old, with 75 individuals (93.75%).

Table 1. Respondent Characteristics

Respondents' Characteristics	Total	Percentage (%)
Gender		
Male	30	37,5%
Female	50	62,5%
Total	80	100%
Age		
≤ 19 years old	5	6,25%
20 – 30 years old	75	93,75%
Total	100	100%

Source: Processed Data by Researchers (2021)

Instrument Test Results

The results of validity test indicated that all motivational questionnaire items (X_1) are 5 items, self-efficacy (X_2) are 6 items, family environment (X_3) are 6 items and interest in entrepreneurship (Y) are 4 items using product moment showed that all statement are valid, it can be indicated by p value < 0.05 . The results of reliability test also showed that motivation variables is (0.820), self-efficacy is (0.843), family environment is (0.800) and interest in entrepreneurship is (0.795) are declared reliable because > 0.60 .

Classic Assumption Test

The results of classical assumption test all state that all variables in this research passed the multicollinearity test, autocorrelation test, heteroscedasticity test and normality test as shown in Table 2 below:

Table 2. Classic Assumption Test Results

Classic Assumption Test	Result	Definition
Multicollinearity Test	Tolerance (0.481; 0.472; 0.583) > 0.10	No multicollinearity
	VIF (2.079; 2.117; 1.716) < 10	

Autocorrelation Test	p-value = $0.500 \geq 0.05$	No autocorrelation
Heteroscedasticity Test	p-value (0.164; 0.729; 0.776) ≥ 0.05	No heteroscedasticity
Normality Test	p-value (0.200) > 0.05	Normal residual

Source: Processed Data by Researchers (2021)

Multiple Linear Regression Test

Table 3. Multiple Linear Regression Test

Variable	Coefficient	t Value	Significance
(constant)	4,213	2,334	0,022
Motivation	0,252	2,599	0,011
Self-Efficacy	-0,037	-0,460	0,647
Family Environment	0,338	4,143	0,000
F : 20,035			
Adjusted R ² : 0,420			0,001

Source: Processed Data by Researchers (2021)

The results of the multiple linear regression analysis yield the following regression equation:

$$Y = 4.213 + 0.252X_1 - 0.037X_2 + 0.338X_3$$

The constant value (a) is positive at 4.213, meaning that if motivation, self-efficacy, and family environment are all zero, the entrepreneurial interest of students in the Management Study Program at Slamet Riyadi University, Surakarta, remains at 4.213.

The regression coefficient for motivation (X_1) is 0.252, indicating that motivation positively influences students' entrepreneurial interest. In other words, the higher the motivation, the greater the students' interest in entrepreneurship.

The regression coefficient for self-efficacy (X_2) is -0.037, suggesting that self-efficacy does not positively impact students' entrepreneurial interest. Instead, an increase in self-efficacy leads to a decrease in entrepreneurial interest, while a decrease in self-efficacy results in a higher entrepreneurial interest.

The regression coefficient for family environment (X_3) is 0.338, meaning that family environment significantly affects students' entrepreneurial interest. A supportive family environment increases students' interest in entrepreneurship.

T-Test Results

The results of motivational variable t test obtained a value of 2.599 with a p value of 0.011 < 0.05 ; then H_0 is rejected and H_1 is accepted, it means that motivation has a significant effect on students' interest in entrepreneurship. The results of self-efficacy variable test obtained a value of -0.460 with a p value of

0.647 > 0.05, then H_0 is accepted and H_2 is rejected, means that self-efficacy has no significant effect on student entrepreneurship interest. The results of t-test for family environment variable obtained a value of 4.143 with a p value of 0.000 < 0.05, then H_0 was rejected and H_3 was accepted, means that family environment had a significant effect on student entrepreneurship interest.

F-Test Results (Model Accuracy)

The research results obtained an F value of 20.035 with a significance level of 0.000 < 0.05, it can be concluded that motivation, self-efficacy and family environment jointly affect students' interest in entrepreneurship.

Coefficient of Determination

The result of coefficient of determination obtained an adjusted R square value of 0.420, which means that the influence of motivation, self-efficacy and family environment variables on entrepreneurial interest of 2018 Management Study Pro- gram students is 42% and the other 58% can be explained by other variables outside the research model.

CONCLUSION

The research result that has been conducted on the influence of motivation, self-efficacy and family environment on entrepreneurial interest of Management Study Program students at Slamet Riyadi University Surakarta is that motivation and family environment affect student entrepreneurial interest, while self-efficacy does not affect student entrepreneurial interest. The influence of motivational variables, self-efficacy and family environment on student entrepreneurship interest only has an effect of 42% while the remaining 58% can be explained from other variables outside the research model. The attempt made to encourage student interest in entrepreneurship must be improved. So that after graduating from college, students do not depend on number of available jobs, but they are able to take opportunities to open their own businesses.

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