

The Effect of Entrepreneurship Learning Achievement, Family Environment and Peer Environment on Students' Entrepreneurship Motivation in West Nusa Tenggara

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Abstract:- Based on the theory, it was stated that entrepreneurship motivation is a situation that arises in a person to take action or achieve goals in the field of entrepreneurship. This research tried to examine internal and external factors that affect the students' entrepreneurship motivation in West Nusa Tenggara. Specifically, this research studied the influence of entrepreneurship learning achievement, family environment and peer environment towards the entrepreneurship motivation of West Nusa Tenggara students. This study used a causal associative research design with a quantitative approach, in which data were collected from a sample of 49 students from West Nusa Tenggara at Samawa University (UNSA), and conducted Regression tests. Regression results showed that learning achievement, family environment and peer environment were influential and significant to the entrepreneurship motivation. Thus, the overall findings of this theory can provide practical advice in enhancing entrepreneurial motivation.

Keywords:- *Entrepreneurship Learning Achievement, Family Environment, Peer Environment and Entrepreneurship Motivation.*

I. INTRODUCTION

Individuals who channel *entrepreneurial* ambitions are known as *enterprenuers* (Lumpkin and Des, 1996). Kao. John J. (1993) defined "*Entrepreneurship is the attempt to create value through recognition of business opportunities, the management of risk-taking approach to the opportunity, and through the communi- cation and management skills to mobilize human, financial, and material resources necessary to bring a project to fruition*". Mery, (2014), stated "*Entrepreneurship activities are believed to be a tool to boost economic growth and to solve other economy problems such as unemployment*". Ven Sriram & Tigineh (2010) also stated "*Entrepreneurship is lauded as an engine of economic development and job creation*", as well as the opinion of Mahmood, et.all (2007) *Many countries got the multi advantages from the entrepreneurship. In addition to economic benefits, other advantages are also enjoyed by the*

public in terms of standards of living, social responsibility, and strengthening the industry. According to the author, in order to achieve success, of course it requires a strong motivation. Sunyoto (2012), explained the motivation derived from the Latin word *movere* meaning boost or driving force, this motivation is only given to humans, especially to subordinates or followers. Malone (in Santrock, 1977) distinguished two forms of motivation that include intrinsic and extrinsic motivation. Factors that influence intrinsic motivation (from within oneself) are: Needs (biological and psychological); expectancy, and interest (Basrowi, 2014). One of the needs explained here was the need for achievement, which according to McCleand's Needs Theory (in Suryana, 2013), was called as the need for achievement/achievement needs. MC Donald (in Syaiful 2008) explained that the motivation that underlies the students doing the entrepreneurship process that comes from outside the self are family environment, peer environment, campus environment, and learning environment, where they gather and do their activities. This finding explained the researchers' interest to study the factors that influence the motivation of entrepreneurship both from within and outside of students. This paper aimed to identify the core variables that influence students' motivation in entrepreneurship. This was based on empirical studies conducted among a sample of 49 students who have taken entrepreneurship courses. Given the importance of entrepreneurship in modern economics, the present study will enlighten students that have high motivation both from within and outside of themselves, and it can provide support to them to enable them to start their own business.

It was stated that the number of college graduates increased every year, while the available jobs were getting narrower (Hermina, U.N, Syarifah, N and Desvira, Z 2011). In 2017, there are about 97.22 thousand people, with open unemployment rate (TPT) of 3.86 in West Nusa Tenggara (NTB). In 2017, the University's TPT is 6.99%. If compared with 2016, it amounted to 2.58%. So it can be interpreted that the unemployment rate in West Nusa Tenggara (NTB) in 2016 until 2017 has increased with the number of high unemployment in West Nusa Tenggara (NTB) (<http://ntb.bps.go.id>). Leonardus Saiman (2014: 32) argued that unemployment is not a person who lacks knowledge and

skills, but because they want to be workers, while employment opportunities are limited. An undergraduate educated unemployment rate is feared will continue to increase if college as an undergraduate printing institution does not have the ability to direct students and alumni to create jobs after graduation later. Vision of Economic Education Department of Samawa University (UNSA) is to make the study program of economic education become superior and competitive as a learning organization by generating professional educator resources in the field of economics and based on the values of morality, objectivity and have entrepreneurial spirit and behavior as well as global insight in 2022, but not in reality. Based on observations, students of Economics Education Program, still less motivated in entrepreneurship, be it the students who are still learning in college and who have become alumni. It can be seen from the obtained data from students of Economics Education Department year 2012-2014, that there were only 10 students who become entrepreneurs with a total class of 109 students. Seeing the fact in the field, the researchers are encouraged to examine in depth to determine the causes of low entrepreneurship motivation on students.

II. THEORETICAL BASIS AND HYPOTHESIS DEVELOPMENT

A. Relationship of Entrepreneurship Learning Achievement to Entrepreneurship Motivation

Kasmir (2007: 5) stated that a powerful motivational impulse to move forward was the initial capital to become an entrepreneur. Students' motivation can be formed with the knowledge of entrepreneurship and appreciation of the results of the knowledge. The knowledge that they receive and understand during the lecture is expected to be able to be a provision in the future and they can develop it when faced with an option to continue the profession in accordance with their path or open a separate business. Learning outcomes are direct statements that describe the essential and enduring discipline of knowledge and abilities that are expected upon completion of a program or course (Anderson et al., 2001), which means that the learning outcomes are statements which directly illustrates the importance of disciplinary knowledge and the abilities that the learner has in learning after the completion of the program or course. Entrepreneurship learning achievement is the result of effort achieved by students after understanding the science of entrepreneurship. The entrepreneurship motivation of the students can be formed through the knowledge of the entrepreneurship owned by the students. Students who have high entrepreneurship learning achievement must have high knowledge about the science of entrepreneurship as well. Knowledge owned will become the foundation for students to choose entrepreneurship. Furthermore, with the knowledge they have, it will provide motivation to students to implement entrepreneurship. Therefore, it can be said that students who have high entrepreneurship learning achievement will have high entrepreneurship motivation as well, or vice versa. From this, the researchers drew the hypothesis that:

H1: There is a significant influence of Entrepreneurship Learning Achievement to Students' Entrepreneurship Motivation in West Nusa Tenggara.

B. Relationship of Family Environment to Entrepreneurship Motivation

Walgito, (2004: 54), said that the environment has an important role in the development of individuals. Primary environment occurs when someone have a close relationship among each individuals and give encouragement and motivation to each other, such as family. Mubassaroh and Edwina (2014), explained that family support is the concern of parents who is shown to their children both physically and psychologically. Family support to children is very influential to the activities to be performed by their children. According to Hisrich, et. al (2005) there are four factors that influence the characteristics of entrepreneur, namely "childhood family environment, education, personal value, and work history". Buchari Alma, (2013) revealed that there are influences from self-employed parents, and owning a business tends to become a business entity as well. Family environment will color the students' thinking patterns including student motivation in entrepreneurship. Family environment that is business / entrepreneurship will shape the mindset of students in entrepreneurship, so that entrepreneurship motivation will emerge. The stronger the business environment/family's entrepreneurship is, the higher the students' motivation in entrepreneurship. From this, researchers draw hypotheses, namely:

H2: There is a significant influence of Family Environment to Students' Entrepreneurship Motivation in West Nusa Tenggara

C. The Peer Environmental Relation to Entrepreneurship Motivation

Hurlock (2011) stated that "Peer influence can be reflected in attitude, encouragement/motivation, speech, interest, appearance, decision-making, and behavior greater than family influence". Researchers agree with the statement that to cultivate the soul of an entrepreneur to the students, this peer environment must be considered because with the positive support of peer environment, the students' entrepreneurship motivation will be increased. The existence of a peer environment will greatly affect the mindset and behavior of a student, where peer environment is where students hang out and learn to socialize and gain new experiences. Peer environment which already have a business will provide encouragement / motivation for students to have a business too. The higher the peer support in motivating to implement the entrepreneurship, the higher the desire to become new entrepreneurs. From this, the researchers drew the hypothesis that:

H3: There is a significant influence of Peer Environment to Students' Entrepreneurship Motivation in West Nusa Tenggara

III. RESEARCH METHODS

The type of research is associative causal by using quantitative approach. The research was conducted in the faculty of economics education of Samawa University. The population of the research were 49 economics education students of 2014 in FKIP Samawa University. All members of the population served as research subjects (respondents), so this study was a population study. Questionnaire and

documentation were used to collect the research data. The research confirmatory factor analysis (CFA) was used as the research validity. The research reliability applied Alpha Cronbach with ≥ 0.600 as the reliable criteria. This research applied multiple regression. To analyze the data in this study, researchers used a tool that is Statistical Product and Service Solutions (SPSS) application.

IV. RESEARCH RESULTS AND DISCUSSION

A. Results

The research was conducted in the faculty of economics education of Samawa University. Questionnaires be processed amount to 49 questionnaires.

Validity and Reliability Test Results

The results of the validity and reliability test show that the questions in this study are valid and reliable. This is indicated by the signifikasnsi value < 0.05 . While for reliability istinjoked from the value of Cronbach's Alpha > 0.6 which is 0,712 entrepreneurship motivation, while the family environment is 0.884 and the peer environment is 0.786.

Multiple Linear Regression Analysis Results

Below are presented models of multiple linear regressions, namely:

$$Y = 7,865 + 0,159 X1 + 0,091 X2 + 0,451 X3$$

From the equation above, it can be concluded that The equation shows that the regression coefficient value is 0.159, which means that the value of entrepreneurship learning achievement increases by 1%, so entrepreneurial motivation will increase by 0.159 units with the assumption that the family environment remains. The constant value of family environment regression is 0.091, which means that if the value of the family environment increases by 1%, the value of entrepreneurial motivation will increase by 0.091 with the assumption that the peer environment is constant, as well as the constant value of peer environment regression is 0.451, which means if the peer environment value increases by 1% then the value of entrepreneurial motivation will increase by 0.451 with the assumption that the peer environment remains.

Simultaneous Test Results (F Test)

Below are presented the results of partial tests:

Table 2. t Test Results

Variable	Value Significance
Entrepreneurship learning achievement	0,003
Family environment	0,004
Peer environment	0,002

Source: Processed Data (2021)

Based on the table above, Entrepreneurship learning achievement, Family Environment and Peer Environment have a significant effect on Entrepreneurial Motivation as seen from the p-value < 0.05 .

Determination Test Results

Below are presented the results of the detemination test:

Table 1. Determination Test Results

Variable	R ²	%
Entrepreneurship learning achievement	0,172	17,2
Family environment	0,166	16,6
Peer environment	0,192	19,2

Source: Processed Data (2021)

Based on the results of the analysis, the magnitude of the coefficient of determination for the entrepreneurial learning achievement variable is 0.172, which means that the variable contributes 17.2% to student entrepreneurship motivation. The magnitude of the coefficient of determination for the family environment variable is 0.166, which means that the variable contributes 16.6% to student entrepreneurship motivation and 0.192 for peer environment variable, which means that the variable contributes 19.2% to student entrepreneurship motivation. The overall calculation results between entrepreneurial learning achievement, family environment and peer environment on student entrepreneurship motivation are obtained from the results of the analysis that the magnitude of the coefficient of determination is 0.348. The independent variables of entrepreneurial learning achievement, family environment and peer environment variables were able to explain the dependent variable of entrepreneurship motivation of 34.8%. The contribution of these three predictors is 34.8% on the dependent variable, meaning that the remaining entrepreneurial motivation variables can be influenced/explained by other independent variables outside the multiple regression model equation in this study, which is 65.2%.

Relative Contribution and Effective Contribution Test Results

Below are presented the results of the Relative Contribution and Effective Contribution test.

Table 2. Relative Contribution and Effective Contribution Test Results

Variable	SR	SE
Entrepreneurship learning achievement	40%	15,36%
Family environment	25%	8,7%
Peer environment	35%	12,18%
Total	100%	36,24%

Source: Processed Data (2021)

Based on the results of the analysis in the table above, it can be seen that entrepreneurship learning achievement gives a relative contribution of 40%, the family environment contributes 25% relative and the peer environment contributes 35% relative to entrepreneurial motivation, while the effective contribution of entrepreneurship learning achievement is 15.36%, the effective contribution of the family environment is 8.7% and the effective contribution of the family environment is 12.18%. The total effective

contribution is 36.24% to entrepreneurial motivation, while 63.76% is from other variables not examined.

B. Discussion

There is a significant influence of Entrepreneurship Learning Achievement to Students' Entrepreneurship Motivation in West Nusa Tenggara.

Based on the results of the t test, entrepreneurial learning achievement has an effect on entrepreneurial motivation. The results of this study are in line with the concept of Tulus Tu'u (2004:18). Learning achievement is one of the factors that encourage students' entrepreneurship motivation. At school/campus the values of life are grown and developed. Therefore, the school/campus becomes a very dominant vehicle for the influence and formation of attitudes, behavior, and student achievement. The main orientation of a learning process is the results to be achieved or achievements.

There is a significant influence of Family Environment to Students' Entrepreneurship Motivation in West Nusa Tenggara

Based on the results of the t test, Family Environment has an effect on entrepreneurial motivation. The results of this study are in line with the concept of Buchari Alma (2013: 8) reveals that there is an influence from parents who work alone, and have their own business, so their children tend to become entrepreneurs as well.

There is a significant influence of Peer Environment to Students' Entrepreneurship Motivation in West Nusa Tenggara

Based on the results of the t test, *Peer Environment* has an effect on entrepreneurial motivation. The results of this study are in line with the concept of Harlock (2011: 213) which states that "The influence of peers can be reflected in attitudes, encouragement / motivation, conversation, interests, appearance, decision making, and behavior that is greater than the influence of the family". Agree with the statement that in order to foster an entrepreneurial spirit in students, this peer environment must be considered because with positive support the peer environment will increase students' entrepreneurial motivation.

V. CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the results of the study, it can be concluded that the learning achievement, family environment and peer environment were influential and significant to the entrepreneurship motivation.

B. Limitations

This study is limited to only three variables, namely entrepreneurial learning achievement, family environment, peer environment and only examines Economic Education Students FKIP Samawa University batch 2014.

C. Advice

For students to increase the intensity of learning by taking learning seriously on campus, both theoretical and practical learning, attending seminars and entrepreneurship training. Parents must also give understanding to children that to be successful, you do not always have to be a worker / work but will be able to become an independent entrepreneur and can also open up jobs for others.

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