

Influence of Knowledge Entrepreneurship , Creativity , and the Environment Family To Interest Entrepreneur Students of SMK Negeri 2 Sukabumi

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Articles Abstract Info

Articles history:

Received:

accepted:

Published:

The purpose of this study was to determine the effect of entrepreneurial knowledge, creativity, and family environment on the entrepreneurial interests of SMK Negeri 2 Sukabumi students. This research is a causal associative research with a quantitative approach and uses a survey method. The population in this study were students of SMK Negeri 2 Sukabumi . The sampling technique used purposive sampling technique with certain considerations so that the population in this study was 326 students and a sample of 77 students who had been calculated using the Slovin formula with 10% equality. The data analysis technique used in this study uses Structural Equation Modeling (SEM) which is calculated using SmartPLS software version 3.3.9. The results of this study indicate that entrepreneurship knowledge has a positive and significant effect on students' interest in entrepreneurship, creativity has a positive and significant effect on students' interest in entrepreneurship and the family environment has a positive and significant effect on students' interest in entrepreneurship.

Keywords:

Knowledge Entrepreneurship ,
Creativity , Environment Family
, Interests Entrepreneur

Abstract

Destination from this research namely for knowing influence knowledge entrepreneurship , creativity , and the environment family to interest entrepreneurship students of SMK Negeri 2 Sukabumi . This research is study shaped associative causal with approach quantitative and wear survey method . The population in this study is students of SMK Negeri 2 Sukabumi . Determination technique sample use technique *purposive sampling* with consideration certain so that population in this study as many as 326 students as well as sample totaling 77 students who have calculated use formula Slovin with 10% equality . The data analysis technique used in this study uses *Computed Structural Equation Modeling* (SEM). use SmartPLS software version 3.3.9. Result of this research shows that knowledge entrepreneurship take effect positive and significant to interest entrepreneurship students , creativity take effect positive and significant to interest entrepreneurship students and the environment family take effect positive and significant to interest entrepreneurship student .

How to Cite:

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INTRODUCTION

Unemployment is still one of several things that needs special attention from the government, because the Open Unemployment Rate (TPT) in Indonesia is still quite high. According to the results of the National Labor Force Survey (SAKERNAS), the Open Unemployment Rate (TPT) in Indonesia in February 2021 was 6.26% while TPT according to the highest Education category was completed in February 2021, TPT from Vocational High School graduates (SMK) which had a percentage the highest compared to graduates from other education levels, namely 11.45% and the lowest TPT, namely from graduates from Elementary School Education (SD) level and below by 3.13% (Central Bureau of Statistics (BPS), 2021).

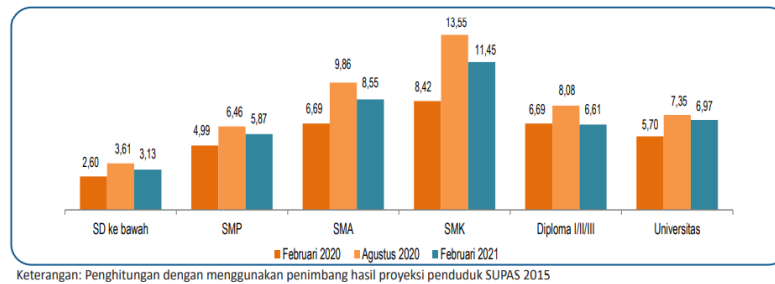


Figure 1.1 Open Unemployment Rate (TPT) According to the Highest Education Completed February 2020-February 2021

Source: Central Bureau of Statistics

Based on these data TPT graduates from Vocational High Schools (SMK) are always at the highest level. Every year the Vocational High School gives birth to young graduates who should be ready to enter the real world of work. But in fact, the results of Virgianto's research show that students will be faced with various choices after completing their studies. The options are to work as an employee in a private or state company, go on to university, become an entrepreneur who starts his own business and the latter does not rule out unemployment due to intense competition, not as many job opportunities as the workforce, an imbalance between labor and employment opportunities and cannot maximize their capabilities and potential which causes an increase in unemployment (Virgianto et al., 2019).

One solution that can be done to overcome the problem of unemployment in Indonesia is by entrepreneurship or creating their own jobs (Abd. Jalil, 2017). Graduates who choose to be self-employed are likely to earn greater income than a career as an employee. In addition, entrepreneurial activities are expected to absorb labor so that it can reduce the number of unemployed (Nasution & Panggabean, 2019). Ministry of Education and Culture join contribute in reduce problem unemployment in SMK graduates namely with create a school program _ Printer Entrepreneur (SPW). Destination establishing a school program Printer Entrepreneur (SPW) ie for prepare vocational high school graduates figure that has interest and independent to be able presenting field profession as well as for implement draft work , continue studies and entrepreneurship (Mansur, 2019) .

SMK Negeri 2 Sukabumi City is one of the schools participating in the Entrepreneurial Printing School (SPW) program created by the Ministry of Education and Culture. Based on the results of an interview with one of the creative product and entrepreneurship subject teachers, the SPW activity at SMK Negeri 2 Sukabumi is a form of implementing the entrepreneurship subjects that have been acquired, but this activity can also be attended by all students, both students who have received the subject entrepreneurship lessons, as well as students who have not received entrepreneurship subjects. For students who have received entrepreneurship subjects they are

required to take part in the Entrepreneurial Printing School (SPW) activities so that they can properly implement the entrepreneurship knowledge that has been obtained in entrepreneurship subjects. With this program, it is expected to increase students' interest in becoming entrepreneurs after graduating from school. In addition, SMK Negeri 2 Sukabumi provides creative and entrepreneurship product subjects at SMK Negeri 2 Sukabumi City for all classes XI and XII of the existing competency skills at SMK Negeri 2 Sukabumi City. The competency skills in SMK Negeri 2 are Institutional Financial Accounting (AKL), Online Business and Marketing (BDP), Office Management Automation (OTKP), Software Engineering (RPL) and Computer and Network Engineering (TKJ).

However, from the results of research data on students at SMK Negeri 2 Sukabumi, students are not very interested in becoming an entrepreneur. This can be seen in the image below:

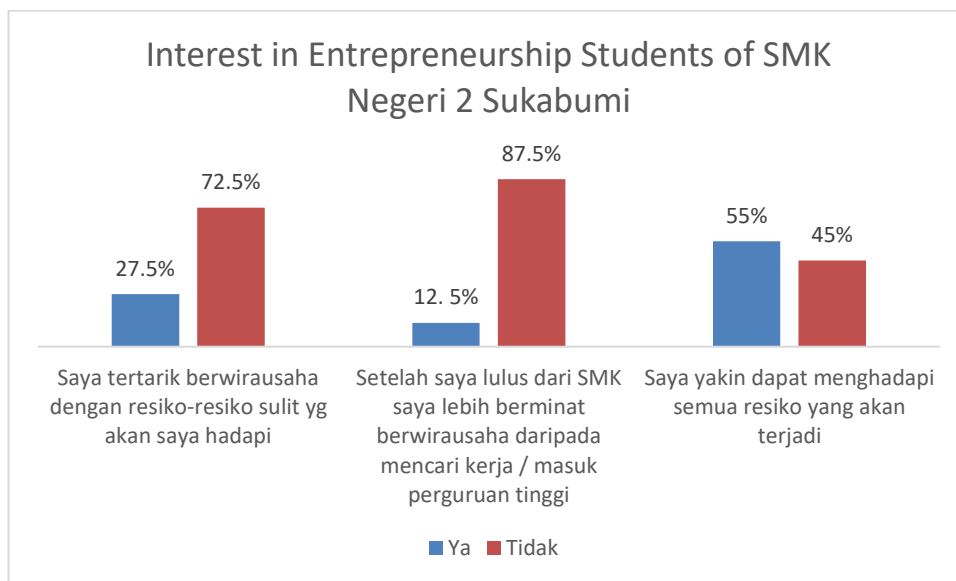


Figure 1.2 Student Interests After Graduation
Source: Data Processed by Researchers (2021)

The picture above is the result of pre-research that researchers conducted on students of SMK Negeri 2 Sukabumi with the results obtained that were 40 respondents. From the 40 respondents, it was found that the interest in entrepreneurship for SMK Negeri 2 students was relatively low. Furthermore, from the results of tracing data for graduates of SMK Negeri 2 Sukabumi in 2021 it is known that there are still many students waiting for calls to work from companies. This can be seen in the table below:

Table 1.1 Graduate Search Data for 2021 SMK Negeri 2 Sukabumi

Expertise Competency	Number of Graduate Students	Working	Businessman	Continue education	Waiting for Call of Work
Institutional Financial Accounting	98	41	2	28	27
Online Business and Marketing	101	30	3	11	57
Office	65	17	2	16	30

Management Automation					
Software engineering	65	12	4	20	29
Computer and Network Engineering	67	6	8	16	37

Source: Data from Hubin SMK Negeri 2 Sukabumi 2021

From the two data above, it shows that there are differences between the opinions that have been raised by Abd. Jalil with research data obtained from research results, which solutions can be applied to overcome unemployment in Indonesia, namely by entrepreneurship, however, from the results of research conducted by researchers, it shows that interest in entrepreneurship at SMK Negeri 2 Sukabumi is still relatively low.

The desire to start a business can arise from a person naturally without being there coercion from any party, therefore someone who is interested in carrying out entrepreneurial activities will feel motivated and challenged to run a business (Ranto *et al.*, 2021) . Interest relates to aspects of human psychology that encourage the achievement of a goal, so interest includes a person's desire to do something. Interest also ultimately gives encouragement to someone in carrying out a goal (Yanti, 2019) .

Interest can occur because of changes in attitudes and paradigms that are owned by the younger generation as well as changes in attitudes from parents who allow their children to go into business (Basrowi, 2016) . Interest in entrepreneurship is influenced by two factors, namely internal factors and external factors (Alma, 2018) . Where the internal factors are factors that come from within the student and external factors come from the student's environment. Based on the results of pre-research conducted by researchers, there are several factors that influence interest in entrepreneurship in students of SMK Negeri 2 Sukabumi, namely as follows:

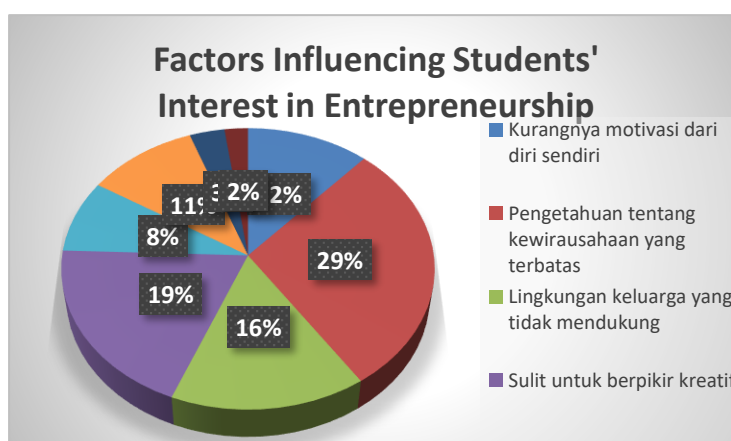


Figure 1.3 Factors Influencing Students' Interest in Entrepreneurship

Source: Data Processed by Researchers (2021)

Based on the data above, it can be seen that the factor of limited entrepreneurial knowledge has the highest percentage of 29%, the next factor is difficult to think creatively with a percentage of 19%, the factor of expectations on income is 11%, and the factor that has the lowest percentage is the need for achievement and related to self-esteem respectively by 3% and 2%.

Therefore, the factors that have the greatest influence on the interest in entrepreneurship of SMK Negeri 2 students are entrepreneurial knowledge, creativity and the environment . Therefore, in accordance with the background of the problems that have been described, researchers are interested in conducting research on " **The Influence of Entrepreneurship Knowledge, Creativity and the Family Environment on Interest in Entrepreneurship of Students at SMK Negeri 2 Sukabumi** " .

THEORETICAL BASIS

1. The Theory of Planned Behavior

The Theory of Planned Behavior (TPB) is generally used in behavioral research. According to Ajzen (Fathiyannida & Erawati, 2021). The Theory of Planned Behavior (TPB) is a theory that explains what causes a person to take an action, so this theory can explaining one's behavior in the field of entrepreneurship is supported by Ajzen's explanation that The Theory of Planned Behavior applies to explaining any behavior that requires planning such as entrepreneurship (Fathiyannida & Erawati, 2021).

In Theory of Planned Behavior (TPB) behavioral intentions can cause actions to be taken privately. Behavioral intention is influenced by three factors, namely attitudes toward behavior, subjective norms, and perceived behavior control. Attitude towards behavior, namely belief in the results of the assessment/evaluation of a behavior or it can be said as a behavioral belief (behavior belief). Subjective norms are a person's belief in the expectations of normative individuals or others such as family, friends, or bosses who agree or refuse to take a given action. That is, someone will take action if someone

consider it important to order to carry out an action and perceived behavioral control is an individual's perception of the ease and difficulty of carrying out certain behaviors (Anita et al., 2020).

This research deals with the three concepts included in the TPB. The concept of behavioral attitudes is reflected by the variable creativity, the concept of subjective norms is reflected by the variables of entrepreneurial knowledge and family environment, and the control of behavior is reflected by the variable interest in entrepreneurship.

2. Attribution Theory

Hyde's early attribution research was traditionally about Phenomenology asking questions about how we engage with the world if our brains only had sensory data (impressions and experiences). Gestalt psychology tries to identify the principles that govern how the mind can infer the world from sensory data (Dr. Samsuar, 2019).

According to Luthans (Tasidjawa et al., 2021) this theory refers to how a person interprets the behavior of others or oneself mediated by two factors, namely internal and external factors. Internal factors can be in the form of traits, character, attitudes, and others. While external factors can be related to stress from certain environmental conditions or situations that affect individual behavior. Attribution theory describes the combination of internal and external factor strengths that determine a person's behavior. Based on the description above,

it can be concluded that attribution theory can be used as a basis for identifying internal and external factors that influence student interest in entrepreneurship (Tasidjawa et al., 2021).

3. Interest Entrepreneur

Mahesa & Rahardja (Nuryanto et al., 2020) interest in entrepreneurship is a tendency in a person's heart to create a business which can then manage, take risks and develop a business that is created by itself. Meanwhile, Santoso (Sumerta et al., 2020) says that an interest in entrepreneurship is someone's own desire to make ends meet, to create new businesses with the strengths that are within oneself or to create new businesses.

Interest in entrepreneurship according to Marini & Hamida (Aini et al., 2017) is a form of curiosity, interest, and willingness from a person to be able to work hard, dare to take risks, be able to face all challenges, have a high spirit of creativity to succeed in the business being undertaken. . According to Subandono (Hendrawan & Sirine, 2017) the interest in entrepreneurship is the interest of someone who is in their heart to create a business and then be able to organize, take risks, manage and be able to develop their business.

4. Knowledge Entrepreneurship

According to (Atiningsih & Kristanto, 2020) the notion of entrepreneurial knowledge is a business process to acquire a knowledge or understanding of entrepreneurial activity and aims to create prosperity for oneself, society and the country. Meanwhile, according to (E. Sari, 2019) entrepreneurial knowledge is intelligence that can be obtained by someone through entrepreneurship education and aims to be able to help create a new innovation and then it can be implemented in entrepreneurial activities. However, according to (Mambu et al., 2019) said that entrepreneurial knowledge is the human ability to remember, learn and apply information in the brain, so that the brain can encourage the body to carry out entrepreneurial activities.

According to (Suryana, 2014) entrepreneurial knowledge is an entrepreneurial learning process that students get inside and outside school about how to take advantage of a business opportunity to become a profitable business. Meanwhile, according to Mustofa (Jaya, 2021) entrepreneurial knowledge is a person's skill in generating an idea obtained through creative thinking so that he can take advantage of opportunities properly. In addition, according to (Abdullah & Septiany, 2019) entrepreneurial knowledge is a person's skills obtained through theory while in education related to entrepreneurship as well as related to experience sharing activities from fellow entrepreneurs. In addition, entrepreneurial knowledge can be obtained through various media, including print and electronic media.

5. Creativity

Creativity itself according to (Basrowi, 2016) is a person's ability to produce new things in the form of ideas or concrete works that are different from those that existed before. Meanwhile, according to Munandar (Calvin & Sukendro, 2019) creativity is the ability to create new things based on a combination of information, data or elements. According to Zimmerer & Wilson (Delicia & Handoyo, 2019) creativity is defined as a person's skill in developing new ideas and preparing unique ways of dealing with problems and opportunities.

According to (Susanto, 2013) creativity can be interpreted as a person's ability to produce

a product from the ideas and ideas they have and be able to solve a problem by looking at elements that already existed before. Meanwhile, according to (Alma, 2018) creativity is a person's skill in creating an opportunity or a new combination seen from data, determinants, and pre-existing elements.

6. Environment Family

The family environment has a very important role for the growth and development of a child's personality and mindset (Aini et al., 2017). According to Yusuf (Cahyani & Sari, 2017) the environment is the whole event, condition or natural and social situation that can influence and be influenced by individual development. According to (Zahrok & Suarmini, 2018) family is an integral part of life and is the first place where someone starts their life. The family has formed a very strong and close relationship between father, mother and child. The family plays an important role in instilling patterns of behavior in social life. This can be achieved by instilling good values in children, and instilling values and norms based on behavior, age, and conveying family cultural values. In addition, in the family a child will get love and affection, a sense of security and attention from family members.

Families can create an atmosphere of safety, comfort, fairness and protection. The family is a place to complain about all the problems that family members do. Within the family there will also be social interaction in which children will first learn to pay attention to the wishes of others, learn to help each other and work together, this is where they learn to have certain norms and skills in interacting with others (Yusuf, 2012). In addition, Soemanto (Jo & Puspitowati, 2019) also argues that the family is an environment that provides knowledge, attitudes and basic characteristics for the preparation of children in the future so they can become effective workers.

According to (Khairani, 2014) the family environment is the first environment that provides basic education to children, because in the family children will receive a lesson and guidance when they are born, therefore the family is considered the main environment because all parts of a child's life are in in that family. Meanwhile, according to Gunarsa (Sulistiarti, 2018) the family environment is the environment that can first have a deep influence on the lives of children who will be lived later.

According to Suryana & Bayu (Aini et al., 2017) the family environment is a sociological factor that can trigger children to create and innovate so that later children will be encouraged to carry out entrepreneurial activities. According to Hamidah & Marini (Temple & Wiradinata, 2018) The family environment is an environment that can help educate and develop entrepreneurial activities and can enable children to develop their interests in the future. In this family environment, children will receive entrepreneurial inspiration and support from their families and have family activities that can help them to learn how to start entrepreneurial activities.

Following is constellation research and research models as following :

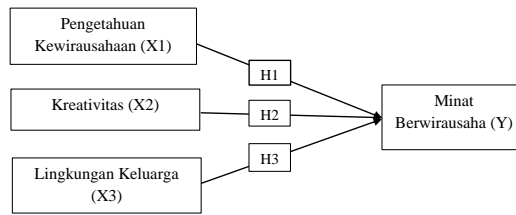


Figure 2.1 Constellation Study
Source : Data Processed By Researchers

METHOD

Form study this is study associative casual with approach quantitative . Method data collection used that is survey method . According to Sugiyono survey method used for get data from the place certain by natural will but researcher must To do treatment in data collection for example with technique deployment questionnaire or questionnaire , interview structured and test (Sugiyono, 2013) . On research this use scale likert for data collection . Determination technique sample use technique *purposive sampling* with consideration certain so that population in this study as many as 326 students as well as sample totaling 77 students who have calculated use formula Slovin with 10% equality .

Interest entrepreneurship that is desire somebody for could implement a idea in create effort new and creativity that can developed in a effort . Interest entrepreneurship be measured using 3 (three) indicators consisting of From : interest somebody in activity entrepreneurship , own desire for To do activity in Thing entrepreneurship and owning trust in To do activity entrepreneurship .

Knowledge entrepreneurship is understanding gained _ student in the learning process at school nor outside training _ school about how start something effort . Knowledge entrepreneurship be measured using 4 (four) indicators include : own knowledge about business to be live , have knowledge will abilities and personality self , know about not quite enough responsibilities and roles perpetrator entrepreneur , you know about how to process management and organization in a effort .

Creativity is a person's ability to use his mind to see opportunities using different approaches and be able to solve possibilities that can occur in terms of existing data, elements and determinants. Creativity is measured using 3 (three) indicators including: ability create many ideas , abilities solve problem with various type approach , and have curiosity and acceptance difference

The family environment is the first environment that influences the character education, behavior and attitudes of a child and can determine a child's interests in the future . The family environment is measured using 6 (six) indicators which include: family understanding, ways of educating parents, parents' economy, cultural background, relationships between family members, atmosphere in the house .

This data analysis technique uses the *Structural Equation approach Model (SEM)* using *Partial Least Square (PLS)* software version 3.3.9 . Data analysis techniques performed in PLS includes 3 stages namely : *Outer Model*, *Inner Model* , and Testing Hypothesis . Following is a research model :

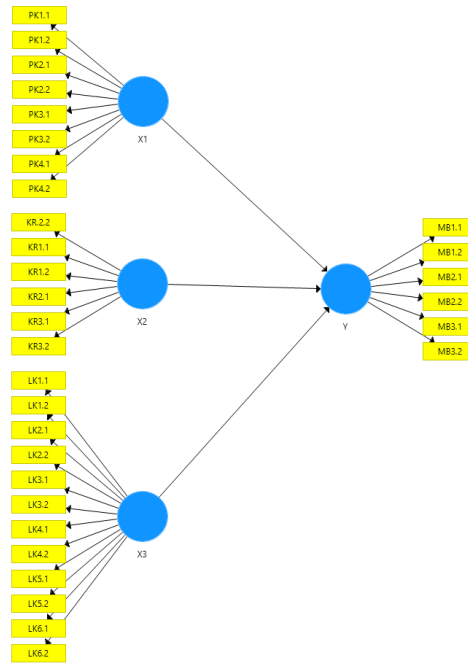


Figure 3.1 Initial Research Model

Source: Data Processed by Researchers (2022)

RESULTS AND DISCUSSION

1. OuterModel

a. Convergent Validity

Convergent validity indicates the extent to which a measurer/indicator is positively correlated with alternative measures/indicators of the same construct. To assess convergent validity, researchers can use the *Outer Loading* and *Average Variance Extracted* (AVE) of each indicator. The general rule (*Rule of Thumbs*) dictates that the outer loading value should be 0.708 or higher. The following are the results of *convergent validity*:

Table 4.13 Outer Loadings Value

	Entrepreneurship Knowledge (X1)	Creativity (X2)	Family Environment (X3)	Interest in Entrepreneurship (Y)
PK1.1	0.812			
PK2.1	0.793			
PK2.2	0.843			
PK3.1	0.794			

PK4.1	0.730			
KR1.1		0.877		
KR2.1		0.902		
KR2.2		0.823		
KR3.1		0.772		
LK1.1			0.813	
LK1.2			0.773	
LK2.1			0.736	
LK2.2			0.740	
LK3.1			0.748	
LK4.1			0.732	
LK4.2			0.746	
LK5.1			0.727	
LK6.1			0.736	
MB1. 1				0.773
MB2. 2				0.821
MB3. 1				0.812
MB3. 2				0.892

Source: Data Processed by Researchers 2022

Based on the results of the outer loading in the table above, it can be seen that all indicators in all variable constructs have a value of > 0.708 which can be concluded that all of them meet the validity requirements.

b. Discriminant Validity

Discriminant validity is used to ensure that each indicator concept of latent/construct variables is different from other latent variables . Discriminant Validity can be determined by the *cross loading value* . The loading value of an indicator in the construct being tested must be greater than the loading value in other constructs (Mahfud & Dwi, 2021) .

Table 4.14 CrossLoading Value

	Entrepreneurship Knowledge (X1)	Creativity (X2)	Family Environment (X3)	Interest in Entrepreneurship (Y)
KR1.1	0.632	0.877	0.584	0.644
KR2.1	0.669	0.902	0.604	0.670
KR2.2	0.579	0.823	0.490	0.492
KR3.1	0.474	0.772	0.375	0.514
LK1.1	0.515	0.567	0.813	0.635
LK1.2	0.481	0.466	0.773	0.562
LK2.1	0.569	0.475	0.736	0.534

LK2.2	0.497	0.450	0.740	0.539
LK3.1	0.474	0.353	0.748	0.437
LK4.1	0.510	0.470	0.732	0.611
LK4.2	0.451	0.437	0.746	0.546
LK5.1	0.389	0.512	0.727	0.460
LK6.1	0.497	0.399	0.736	0.451
MB1.1	0.446	0.439	0.531	0.773
MB2.2	0.613	0.615	0.617	0.821
MB3.1	0.545	0.594	0.527	0.812
MB3.2	0.662	0.626	0.676	0.892
PK1.1	0.812	0.586	0.545	0.538
PK2.1	0.793	0.669	0.593	0.654
PK2.2	0.843	0.547	0.530	0.564
PK3.1	0.794	0.445	0.350	0.468
PK4.1	0.730	0.505	0.535	0.500

Source: Data Processed by Researchers 2022

Based on the *cross loading values* in the table above, the construct concept of all variables has a greater value than the *loading values* in the other constructs. So it can be interpreted that this discriminant validity has indicators of suitability to explain the construct.

c. Internal Consistency Reliability

A construct or variable can be said to be reliable if it has a Cronbach alpha value > 0.70 and also a Composite reliability value > 0.70 , (Mahfud & Dwi, 2021) . The following are the results of reliability testing:

Table 4.14 Reliability Test Results

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Entrepreneurship Knowledge (X1)	0.855	0.896	0.633
Creativity (X2)	0.866	0.909	0.714
Family Environment (X3)	0.903	0.921	0.563
Interest in Entrepreneurship (Y)	0.844	0.895	0.682

Source: Data Processed by Researchers 2022

According to the data above, it can be seen that all the constructs in this study are declared reliable because they comply with the reliability test measurement requirements, namely the Cronbach alpha value > 0.70 and also the Composite reliability value > 0.70 .

2. InnerModel

a. R Square

R square is used to measure the proportion of variation in the value of the variable that is influenced (endogenous) and can be explained by the variable that influences it (exogenous) . Following is the results of the R Square of this study :

Table 4.15 Results of R Square

R Square	R Square Adjusted
0.642	0.628

Source: Data

Processed by Researchers 2022

Judging from the R square results table above, it can be seen that the R square value in this research is 0.642, meaning that the ability to construct entrepreneurial knowledge, creativity and the family environment in explaining the construct of interest in entrepreneurship is 0.642 or 64.2% (moderate).

b. F Square

F Square is used to determine the relative impact of an exogenous variable on endogenous variables, as follows is results in F Square in this research :

Table 4.16 F Square results

	X1	X2	X3	Y
Entrepreneurship Knowledge (X1)				0.071
Creativity (X2)				0.110
Family Environment (X3)				0.211
Interest in Entrepreneurship (Y)				

Source: Data Processed by Researchers 2022

Based on the results of the F Square table above, it can be concluded that:

1. The influence between the variables of entrepreneurial knowledge and entrepreneurial interest has a value of 0.071, meaning that the two variables have a weak relationship.
2. The influence between the variables of creativity and interest in entrepreneurship has a value of 0.110, meaning that the two variables have a moderate or moderate relationship.
3. The influence between family environment variables and interest in entrepreneurship has a value of 0.221, meaning that these two variables have a moderate or moderate relationship.

c. Variance Inflation Factor (VIF)

VIF is a multicollinearity test aimed at detecting correlations between variables. With the condition that if the VIF value < 10 then the model does not contain multicollinearity. And if $VIF > 10$, then the model is declared to contain multicollinearity, Suliyanto (Hasanah et al., 2021) .

Table 4.17 VIF Results

Variable	VIF	Variable	VIF	variable	VIF	Variable	VIF
PK1.1	2,124	KR1.1	2,361	LK1.1	3,268	MB1.1	1,691
PK2.1	1,738	KR2.1	2,839	LK1.2	2,682	MB2.2	1,906
PK2.2	2,414	KR2.2	2,141	LK2.1	2,956	MB3.1	1,950
PK3.1	2.020	KR3.1	1,659	LK2.2	3,089	MB3.2	2,556
PK4.1	1,619			LK3.1	2,426		
				LK4.1	1,962		
				LK4.2	2,263		
				LK5.1	2,215		
				LK6.1	2,211		

Source: Data Processed by Researchers 2022

Based on the VIF data above, it can be concluded that all indicators in the variables of entrepreneurial knowledge, creativity, family environment and entrepreneurial interest have a VIF value of <10.0, meaning that there is no multicollinearity problem in this research model.

3. Test Hypothesis

Analysis of the measurement results of the structural model shows that the structural model meets the goodness of fit requirements. The next step is to analyze the size of the structural relationship or relationship between constructs (hypothesis testing). The basis for testing the hypothesis is the inner weight value that is included in the output.

The error rate for this research is 10%, so the t-table for this research is 1.65. Referring to the hypothesis in this study, the researcher tested the hypothesis by looking at the results of the path coefficient to measure the direct effect.

	<i>Original sample (O)</i>	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
X1 -> Y	0.243	0.232	0.117	2,073	0.039
X2 -> Y	0.291	0.288	0.122	2,391	0.017
X3 -> Y	0.379	0.391	0.101	3,764	0.000

Table 4.18 Path Coefficient Results

Source: Data Processed by Researchers 2022

1. H₁ : Entrepreneurial knowledge influences students' interest in entrepreneurship

Based on the results of the path coefficient test in the table above, from the *original sample value* of 0.243 and the t-statistic of 2.073 > T-table 1.65, it is immediately apparent that the entrepreneurial knowledge variable has a positive effect on entrepreneurial interest. Then based on the p-value that is 0.039 < 0.05 the entrepreneurial knowledge variable directly influences the interest in entrepreneurship. Therefore, it can be concluded that the entrepreneurial knowledge variable has a direct and significant positive effect on the interest in entrepreneurship, so that H1 in this study is accepted .

2. H₂ : Creativity affects students' interest in entrepreneurship

Based on the results of the path coefficient test in the table above, from the *original sample value* of 0.291 and the t-statistic of 2.391 > T-table 1.65, it is immediately seen that the creativity variable has a positive effect on entrepreneurial interest. Then based on the p-value, namely 0.017 < 0.05, the creativity variable directly influences the interest in entrepreneurship. Therefore, it can be concluded that the creativity variable has a direct and significant positive effect on the interest in entrepreneurship, so that H2 in this study is accepted

3. H₃ : Family environment influences students' interest in entrepreneurship

Based on the results of the path coefficient test in the table above, from the *original sample value* of 0.379 and the t-statistic of 3.764 > T-table 1.65, it is immediately seen that the family environment variable has a positive effect on the interest in entrepreneurship. Then based on the p-value of 0.000 < 0.05 the family environment variable directly influences the interest in entrepreneurship. Therefore, it can be concluded that the family environment variable has a direct and significant positive effect on the interest in entrepreneurship, so that H3 in this study is accepted.

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research and discussion above, the researchers concluded as follows:

- a. The results of the first hypothesis test show that there is a positive and significant direct effect between entrepreneurial knowledge and interest in entrepreneurship. Thus, if the entrepreneurial knowledge possessed by students increases, it will increase student interest in entrepreneurship because the basis of entrepreneurial resources includes knowledge, ability and will contained in individuals.
- b. The results of the second hypothesis test show that there is a positive and significant direct effect between creativity and interest in entrepreneurship. Thus, if students have a high level of creativity they will be able to grow and strengthen their interest in entrepreneurship

- because as an entrepreneur to run a business, he must be creative in order to be able to create and implement innovative ideas and be able to compete with other entrepreneurs.
- c. The results of the second hypothesis test show that there is a positive and significant direct effect between the family environment on the interest in entrepreneurship. Thus, the higher the encouragement from parents to entrepreneurship, this gives high self-confidence and confidence in carrying out entrepreneurial activities.

B. Suggestion

Based on the conclusions, implications and limitations of the research above, the researchers provide useful recommendations for further researchers as follows:

1. Broaden the subject and location of research for example at the level of other schools, universities, or society as a whole. Thus making the study of entrepreneurship more in-depth than just an interest in entrepreneurship.
2. Subsequent research can add several other factors besides those that have been examined by researchers to show that interest in entrepreneurship can be influenced by several supporting factors that influence student interest in becoming entrepreneurs.

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