

THE EFFECT OF FAMILY ENVIRONMENT, ENTREPRENEURSHIP EDUCATION AND SELF-EFFICACY ON ENTREPRENEURIAL INTENTION IN PONDOK PESANTREN AT THROUGHOUT MALANG, INDONESIA

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ABSTRACT

In the current era, which is marked by increasingly intense globalization, qualified human resources are absolutely necessary. One way to improve HR is through education. One of the educational institutions that can be chosen is the Islamic boarding school. The purpose of education in Pondok pesantren is to improve morale, train and enhance morale, respect spiritual and human values, teach honest and moral attitudes and behavior, and prepare students to be taught about religious ethics above other ethics. In the education system ponpes there are entrepreneurship education, where learning is in line with the increase in human resources especially to prepare the independence of students / students in entrepreneurship after graduating from Pondok pesantren with self-efficacy equipped with skills. In creating jobs, the family environment is an important factor to shape the personality of children in entrepreneurship, especially of entrepreneurial family factors Therefore, this study aims to investigate: 1) The influence of family environment on self-efficacy in Pondok pesantren, 2) The effect of entrepreneurship education on self-efficacy in boarding schools, 3) The influence of family environment, education fish entrepreneurship and self-efficacy towards Entrepreneurial Intention. This research is an explanatory research using a quantitative approach that focuses on the cause and effect relationship between variables. This study involved a population of up to 5512 students and a total sample of 360 using Proportional Random Sampling with questionnaires and documentation. The analysis technique used in this study is path analysis, with the help of the SPSS 23 program. The results showed that the family environment had a positive and significant effect on self-efficacy, entrepreneurship had a significant influence on self-efficacy, the family environment had a negative influence and insignificant towards Entrepreneurial Intentions, entrepreneurship education has a positive and significant effect on Entrepreneurial Intentions, and self-efficacy has a positive and significant effect on Entrepreneurial Intentions. The importance of studies for "Effects of family environment and entrepreneurship education on self-efficacy and Entrepreneurial Intentions in Pondok pesantren throughout Malang" should be useful for future researchers to design their investigations on similar studies. In addition, this finding can help magister business and management education and Pondok pesantren to increase higher entrepreneurial spirit for students.

Keywords: Family Environment, Entrepreneurship Education, Self-Efficacy, and Entrepreneurial Intention

INTRODUCTION

In the current era, the world of education is an important tool for developing the quality of human resources (HR). Because with a good quality of education will guarantee the progress of the nation, especially in Indonesia. One way to improve HR is through education. One of the educational institutions that can be chosen is the Islamic boarding school. For the people of Indonesia, Islamic boarding school is a system of developing human resources that must be implemented. With the development of the quality of human resources in Ponpes will contribute significantly to efforts to improve the future of people's lives. The purpose of education in Pondok pesantren is to improve morale, train and enhance morale, respect spiritual and human values, teach honest and moral attitudes and behavior, and prepare students to be taught about religious ethics above other ethics. Besides boarding school is also an institution that provides the formation of character to develop independence with skills in creating their own jobs. By creating employment opportunities, it will provide a great opportunity for santri/santriwati not to depend on a job through a company or other agency, also be bound by working hours when they graduate from the pesantren.

In creating jobs, family environment and efficacy are important factors to shape the personality of children in entrepreneurship. Children who have parents who are entrepreneurs or live in an entrepreneurial family environment will receive knowledge in the early days so as to form attitudes and perceptions about trust in entrepreneurial abilities. individual confidence or self-efficacy in one's own ability to believe in doing an action.

Based on the background of the problem, the researchers are interested in taking research with different objects, namely Pondok pesantren to find out the extent of the family environment, entrepreneurship education and self-efficacy with an intention in entrepreneurship.

Family and environmental backgrounds are the closest to students and a very important role in influencing one's interest in entrepreneurship, including students. In the family environment, fathers are more likely to exert a strong influence in motivating children to become entrepreneurs. Family backgrounds, such as parenting, parental support, and communication within the family, have an impact on the child's interest in the family. Furthermore, someone will be driven to entrepreneurship because of peer influence (Hidayat & Yuliana, 2018). The family environment itself has factors contained in it, according to Slameto in a quote from his book Sumarni in Suyatno & Muhtarom (2018) that family environment factors consist of:

- 1) The way parents educate,

- 2) The relationship between family members,
- 3) Home atmosphere,
- 4) Family economic situation,
- 5) Understanding of parents,
- 6) Cultural background.

SELF-EFFICACY

Self-efficacy is an element of personality that develops through the observations of individuals on the effects and actions in certain situations. Individual perceptions about him are formed during his life through reward punishment from those around him (Ghufron & Suminta, 2014: 77). Bandura in Ghufron & Suminta (2014: 80) self-efficacy in each individual will be different from other individuals based on three dimensions, here are the three dimensions:

- 1) magnitude
- 2) strength
- 3) generality

ENTREPRENEURIAL INTENTION

Entrepreneurial intention is the main key to understanding entrepreneurship because the desire to start/create a business is influenced by self-interest (Krueger et al in Vuorio, 2017: 1355). Although Entrepreneurial Intention is the main key to creating new ventures in the entrepreneurial process, individuals who are already involved in entrepreneurship clearly have a higher chance of having a business venture in the future. (Oksakede, 2017). From these statements it can be concluded that, Entrepreneurial Intention is a strong determination from oneself to become an entrepreneur and create a business that requires commitment at the outset. According to Armitage & Conner in Linan & Chen (2009) identified three types of measures of interest, including the following:

- 1) desire,
- 2) self-prediction and
- 3) behavioral intentions

Hypothesis

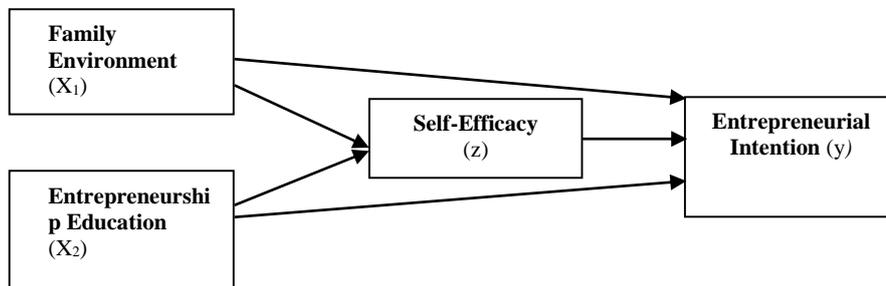


Figure 1. Hypothesis Model

- H1: Allegedly Family Environment (X1) has a significant effect to Self-Efficacy (Z).
 H2: Allegedly Entrepreneurship Education (X2) has a significant effect to Self-Efficacy (Z).
 H3: Allegedly Family Environment (X1) has a significant effect to Entrepreneurial Intention (Y).
 H4: Allegedly Entrepreneurship Education (X2) has a significant effect to Entrepreneurial Intention (Y).
 H5: Allegedly Self-Efficacy (Z) has a significant effect to Entrepreneurial Intention (Y).

METHODOLOGY

This research uses quantitative research methods with a descriptive approach and Explanatory Research. The technique used in this research is Proportional Random Sampling. The analysis used in this study is path analysis. The population used in this study were 5512 respondents consisting of 8 boarding schools. The sample used in this study was 360 respondents. In the calculation of analysis using SPSS 23.

FINDINGS, ANALYSIS & DISCUSSION

VALIDITY AND RELIABILITY

This research used a questionnaire as a research data collection technique. As for evaluating validity from each question items included in the questionnaire, this research used data processing technique with the SPSS 23. The validity is tested by discriminant validity to see if each indicator block has higher loading for each measured latent variable compared to the indicator for other latent variables. The construct is said to have good discriminant validity if the value of certain cross loading construct correlation is higher compared to other constructs (Ghozali, 2014).

1. VALIDITY

Table 1. Validity Result

Variable	Item Number	r_{table}	r_{count}	explanation
Entrepreneurship Education	1	0.113	.593	Valid
	2	0.113	.532	Valid
	3	0.113	.591	Valid
	4	0.113	.478	Valid
	5	0.113	.596	Valid
	6	0.113	.490	Valid
	7	0.113	.439	Valid
	8	0.113	.540	Valid
	9	0.113	.479	Valid
	10	0.113	.557	Valid
	11	0.113	.447	Valid
	12	0.113	.610	Valid
	13	0.113	.608	Valid
Family Environment	14	0.113	.237	Valid
	15	0.113	.609	Valid
	16	0.113	.633	Valid
	17	0.113	.656	Valid
	18	0.113	.653	Valid
	19	0.113	.334	Valid
	20	0.113	.327	Valid
	21	0.113	.527	Valid
	22	0.113	.342	Valid
	23	0.113	.581	Valid
	24	0.113	.521	Valid
	25	0.113	.614	Valid
	26	0.113	.525	Valid
27	0.113	.446	Valid	
Self-Efficacy	28	0.113	.670	Valid
	29	0.113	.688	Valid
	30	0.113	.759	Valid
	31	0.113	.583	Valid
	32	0.113	.717	Valid
	33	0.113	.723	Valid
Entrepreneurial Intention	34	0.113	.678	Valid
	35	0.113	.772	Valid
	36	0.113	.800	Valid
	37	0.113	.767	Valid
	38	0.113	.757	Valid
	39	0.113	.789	Valid

Based on the table above shows that all dependent and independent variables are classified as valid. Said to be valid if the statement item has a value of $r_{count} > r_{table}$ that is 0.113 and items that have a value of $r_{count} < r_{table}$ that is 0.113 table is declared invalid.

2. REABILITY

The Cronbach's Alpha is the most common measure of internal consistency. It measures consistency of the likert scale. The Cronbach's alpha is commonly used when you have questionnaire, the test will ensure whether the scale is reliable or not. If it is higher than 0.7, then it can be classified as reliable.

Table 2. Cronbach's Alpha Result

Variable	Cronbach Alpha
Family Environment (X ₁)	0.805
Entrepreneurship Education (X ₂)	0.791
Self-Efficacy (Z)	0.838
Entrepreneurial Intention (Y)	0.894

Based on Table 2. it can be seen that the whole construct has a Cronbach's Alpha value, which is exactly more than 0.7. From this data, the author can conclude that all constructs are not so reliable.

3. COEFFICIENT OF DETERMINATION

The coefficient of determination is in the Adjusted R-square table. The test results, which show the coefficient value of determination in bootstrapping calculation, are as follows:

Table 3. R-square Adjusted

Name of Variable	R-Square Adjusted
Self-Efficacy	0.392
Entrepreneurial Intention	0.487

Based on the adjusted R-square values above where each has been multiplied by 100%, it produces a Self Efficacy determination coefficient value of 39.2%. The coefficient of determination is categorized as medium. This value indicates that 39.2% of the variation in the value of the family environment and santri entrepreneurship education can be explained by self-efficacy, while the remaining 60.8% can be explained by other variables outside the analysis model. The coefficient of determination of Entrepreneurial Intentions produces a value of 48.7%. It is categorized as medium. This shows that 48.7% of variations in family environment, entrepreneurship education and self-efficacy can be explained by intentions in entrepreneurship, while the remaining 51.3% is explained by other variables outside the analysis model.

Adjusted R-square value is small because statistically the distribution cannot be explained by more or more independent variables but can be explained by variables outside the independent variable (component error). So, it is not strange if the value of R-square is small, it means a large error component.

The path coefficient estimates are evaluated based on T-statistic values. The path coefficient estimation shows the estimated value, which illustrates the relationship between latent variables obtained by the bootstrap procedure. The measurement items used can be classified as significant if the T-statistic value is higher than 1,960 at a 5% error margin (Ghozali, 2014).

Table 4. Path Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.895	0.264		3.391	0.001
Family Environment (X ₁)	0.186	0.051	0.152	3.674	0.000
Entrepreneurship Education (X ₂)	0.635	0.045	0.591	14.231	0.000
R	: 0.629				
R Square	: 0.395				
Adjusted R Square	: 0.392				
Std. Error of the Estimate	: 0.396				
Dependent Variabel	: Z				
Independent Vaariabel	: X1, X2				

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From the table above, it can be seen from the results of the regression analysis that the coefficient for the family environment variable is 0.186 and the entrepreneurship education variable is 0.635 with a constant of 0.895 so that the regression equation model obtained is as follows:

$$Z = 0.895 + 0.186 X_1 + 0.635 X_2$$

In the first equation table that the significance of the family environment (X1) on self efficacy (z) is significant at 0,000 <0.05 and has a Beta of 0.152, so it can be concluded that it has a positive and significant influence. And the significance of entrepreneurship education (X2) on self efficacy (Z), the significance can be seen at 0,000 <0.05 and has a Beta of 0.591, so it can be concluded that it has a positive and significant influence.

Based on the results of the analysis, it is known that the self efficacy variable (Z) can be explained by the family environment variable of 0.186 and the magnitude of probability (Sig.) For the family environment of 0,000 <0.05 and has a tcount \geq table (3.674 > 1.960), meaning that family environment variable (X1) has a positive and significant effect on self efficacy (Z). Thus H0 is rejected (significant), which means that the influence of family environment variables (X1) on self efficacy (Z) is significant.

Based on the results of the analysis, it is known that the self efficacy variable (Z) can be explained by the entrepreneurship education variable (X2) of 0.635 and the magnitude of the probability (Sig.) For entrepreneurship education by 0,000 <0.05 and has a tcount \leq table (14.231 > 1.960) , it means that the entrepreneurship education variable (X2) has a positive and significant effect on self efficacy (Z). Thus H0 is rejected (significant), which means that the effect of entrepreneurship education variables (X2) on self efficacy (Z) is significant.

Table 5. Path Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-0.095	0.322		-0.296	0.767
Family Environment (X ₁)	-0.063	0.062	-0.040	-1.023	0.307
Entrepreneurship Education (X ₂)	0.621	0.067	0.442	9.259	0.000
Self efficacy (Z)	0.452	0.064	0.346	7.111	0.000
R	: 0.701				
R Square	: 0.492				
Adjusted R Square	: 0.487				
Std. Error of the Estimate	: 0.475				
Dependent Variabel	: Y				
Independent Vaariabel	: X ₁ , X ₂ , Z				

THE EFFECT OF ENVIRONMENT, ENTREPRENEURSHIP EDUCATION AND SELF-EFFICACY ON ENTREPRENEURIAL INTENTION

From the table above, it can be seen from the results of the regression analysis that the coefficient for the family environment variable is -0.063, the entrepreneurship education variable is 0.621 and the self-efficacy variable is 0.452 with a constant of -0.095 so the regression equation model obtained is as follows:

$$Y = -0,095 + -0,063X_1 + 0,621 X_2 + 0,452 Z$$

In the second equation table that the significance of the family environment (X1) on Entrepreneurial Intention (Y) has a significance of 0.307 > 0.05 and has a Beta of -0.040, so it can be concluded that it has a negative and insignificant effect. , for the significance of entrepreneurship education (X2) on Entrepreneurial Intention (Y), the significance can be seen at 0,000 > 0.05 and Beta has 0.442, so it can be concluded that it has a positive and significant effect, and self efficacy (z) on Entrepreneurial Intention (Y), can be seen as significant at 0,000 <0.05 and has Beta 0.346, so it can be concluded that it has a positive and significant effect.

From the results described in the table above will produce an indirect effect between exogenous and endogenous variables. Obtained an indirect effect between family environment (X1) on Entrepreneurial Intention (Y) of 0.152 X 0.346 = 0.052, while the indirect effect between the commitment variables of advertising actors (X2) on consumer interest (Y) of 0.591 X 0.346 = 0.204. The path coefficient of the unknown variable affects the value of Z (E2) = $\sqrt{0.605} = 0.778$, while the path coefficient of the unknown variable affects the value of Y (E1) = $\sqrt{0.509} = 0.713$. The following is a table of interpretation results of path analysis that has been processed by researchers.

Table 6. Path Coefficients

Variable Independent	Path Coefficients	Effect		
		Direct	Indirect	Total
X ₁ with respect to Z	0.152	0.152		0.152
X ₂ with respect to Z	0.591	0.591		0.591
X ₁ with respect to Y	-0.040	-0.040	0.052	0.012
X ₂ with respect to Y	0.442	-0.076	0.160	0.084
Z with respect to Y	0.346	0.346		0.346
E ₂	0.778			0.778
E ₁	0.713			0.713

Based on the results of the analysis, it is known that the variable of Entrepreneurial Intention (Y) can be explained by the family environment variable of -0.063 and the magnitude of probability (Sig.) For the family environment of $0.307 > 0.05$ and has a $t_{count} \geq t_{table}$ ($-1.023 < 1.960$), it means that the family environment variable (X1) has a negative and not significant effect on Entrepreneurial Intention (Y). Thus H0 is accepted (insignificant), which means that the influence of family environment variables (X1) on Entrepreneurial Intention (Y) is not significant.

Based on the results of the analysis, it is known that the variable of Entrepreneurial Intention (Y) can be explained by the entrepreneurship education variable (X2) of 0.621 and the magnitude of probability (Sig.) For entrepreneurship education of $0.000 > 0.05$ and has a t-test value 9, t_{table} ($9,259 < 1,960$), which means that the variable of entrepreneurship education (X2) has a positive and significant effect on Entrepreneurial Intention (Y). Thus H0 is rejected

Based on the results of hypothesis analysis 5, it is known that the variable of Entrepreneurial Intention (Y) can be explained by the self-efficacy variable (Z) of 0.452 and the magnitude of probability (Sig.) For consumer attitudes of $0.000 < 0.05$ and has a $t_{count} \leq t_{table}$ ($7.111 > 1,960$), which means that the variable self-efficacy (Z) has a positive and significant effect on Entrepreneurial Intention (Y). Thus H0 is rejected (significant), which means that the effect of self-efficacy variable (Z) on Entrepreneurial Intention (Y) is significant.

CONCLUSION

Based on the analysis and hypothesis testing that has been done, the results of the study can be concluded as follows:

1. First, the hypothesis which states that there is a significant influence on the Family Environment Self-Efficacy in a positive direction.
2. Second, the hypothesis which states that there is a significant influence of Entrepreneurship Education on Self-Efficacy in a positive direction.
3. Third, the hypothesis which states that there is a negative influence of the Family Environment on Entrepreneurial Intention with a negative direction.
4. Fourth, the hypothesis which states that there is a significant influence on Entrepreneurship Education on Entrepreneurial Intention with a positive direction.
5. Fifth, Hypothesis which states that there is a significant influence of Self-Efficacy on Entrepreneurial Intention in a positive direction.

The results showed that self-efficacy is a variable that mediates between entrepreneurship education in Pondok pesantren, family environment and interest in entrepreneurship. This shows that Pondok pesantren can increase one's desire in entrepreneurship which should be able to develop entrepreneurial self-efficacy first. The method of entrepreneurship education in Pondok pesantren must be able to provide concrete examples of entrepreneurial practices so that they can influence the positive impact of an entrepreneur. Entrepreneurship education should be able to create the ability of students who are creative, innovative, have competence so that they can provide encouragement for students to have a career as entrepreneurs when they graduate. "Life Skills Training Center [Life Skills] and Social Responsibility". The family environment can also increase one's self-efficacy in entrepreneurship so as to increase the desire of students of entrepreneurship. Characteristics can increase the ability and competence in competing so as to increase entrepreneurship with a strong intention for students to become entrepreneurs.

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