

# **Family Background, Entrepreneurship Education, And Creativity In Supporting Entrepreneurship Intention**

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## **ABSTRACT**

Family business has a key role in economic growth and labor. Entrepreneurship education (EE) is any activity that aims to inculcate the mindset or mindset about entrepreneurship, fostering the intention, attitude and competence of a person in developing his potential by realizing creative and innovative behavior. Objectives to be achieved in research are (1) to analyze the influence of family background variables on entrepreneurship intention. (2) Analyze the influence of entrepreneurship education from variable to entrepreneurship intention. (3) Analyze the influence of creativity variable on entrepreneurship intention. (4) To analyze the effect of family background variables, entrepreneurship education and creativity together on the intention of entrepreneurship. This research is a descriptive research using quantitative approach. The location of this research is at Sahid University of Surakarta with total of 100 respondents. Data collection used in this research is questionnaire, observation and literature. The results obtained that the three independent variables are family background, entrepreneurship education and creativity positively influences entrepreneurship intention. Hypothesis testing using t test shows that all independent variables have significant less than 0.05. Then through the F test known that the three independent variables proved to have a significant influence together on entrepreneurship intention. The authors suggest that future research is needed approaches in Entrepreneurship education for others college students or university.

**Keywords:** Family Background, Entrepreneurship Education, Creativity, and Entrepreneurship Intention

## **Introduction**

Entrepreneurship has long been identified as a critical driving force of economic growth and prosperity (Van Praag & Versloot, 2007), and the discussion remains topical (Kirchhoff et al., 2013; Grichnik and Harms, 2007). This is because entrepreneurship, entrepreneurship and business start-up can be regarded as a synonym (Schwarz et al., 2009; van Gelderen et al., 2008). According to Kobia and Sikalieh (2010), relative entrepreneurship is a field of young study and suggests that research should be undertaken on this issue. Thus, researching the field of entrepreneurship is still considered important and practical. In addition, traditional trait theories may not apply to today's entrepreneurs, as researchers have agreed that entrepreneurs are made, not born (Boulton and Turner, 2005; Mellor et al., 2009).

Family participation in was found to have a positive impact on entrepreneurial growth intentions and expansion plans (Fahed-Shreih et al., 2009). Hadjimanolis and Poutziouris (2011) found that people who have a parent or close family member, who is self-employed are more likely to follow an entrepreneurial career. Entrepreneurship Education (EE) has evolved into a prominent field. This field is born from a variety of disciplines, covering economics, management, education, and technical studies (Davidsson, 2008).

According to AIBI (Indonesian Business Incubator Association) the number of entrepreneurs discoveries in Indonesia is only 0.18% or some 400,000 people out of 250 million people. For comparison in the US 11.5%, in China 10%, in Singapore 7.2% and in Malaysia 4%. (Rochmah, 2013). One of the efforts to realize developed countries must have as much as 2% of the population. Where in 2017 the population of 200 million more then it takes 4 million entrepreneurs. Year 2015 the number of entrepreneurs Indonesia as much as 1.65% per year. As the number of entrepreneurs increases, it will also boost the country's economy, namely increased field work, and ultimately improve the quality of society. Efforts made by the government through the Ministry of Cooperation and MME through the first national entrepreneurial movement implemented in 2011. Regulation of the State Minister of Cooperation and Small and Medium Enterprises No 04/Per/M.KUKM/IX/2010 on Education programs Entrepreneurship Graduate and Development. One of the points is in order to encourage and develop, develop and develop new entrepreneurs from various scholars in order to be able to create jobs for themselves, their families, communities, and the environment.

Profits received by an entrepreneur who runs the business can be divided into three groups: the first in the form of financial benefits. This can create an attraction for a person entrepreneurship. Both are freedom in running their business. A person who runs a business always has the freedom to manage life, manage his working time flexibly and freedom to run his business, even to give freedom to determine the size of the desired income from his business. Third is the satisfaction of living life, when an entrepreneur has the freedom in determining the direction of success, business people will be more satisfied because the work and thought is what makes it successful.

In addition, the keywords of a person to create entrepreneurs who managed to think creatively. Without the creativity of an entrepreneur's dreams just as wishful thinking. Creative thinking must have a creative archetype.

The existence of entrepreneurship education is expected to be able to motivate students to create entrepreneurship. So with the motivation is able to give birth to the intention to choose entrepreneurship as his career. To be a successful entrepreneur not only with creativity but also there must be some students because of the influence of family background.

Entrepreneurship intention is a belief that entrepreneurial career is a good alternative for itself, by choosing the path to be oriented towards action towards the goal of business creation (Kyro, 2015: 232). Objectives to be achieved in research are (1) to analyze the influence of family background variables on entrepreneurship intention. (2) Analyze the influence of entrepreneurship education from variable to entrepreneurship intention. (3) Analyze the

influence of creativity variable on entrepreneurship intention. (4) To analyze the effect of family background variables, entrepreneurship education and creativity together on the intention of entrepreneurship.

## **Theoretical background**

### **Entrepreneurial Intention**

Hisrich, et al. (2008) factors affecting entrepreneur interest are the educational environment, personality of person and family environment. Entrepreneurship intent is a process of information seeking to achieve business goals (Katz and Gartner, 1988). Entrepreneurship intentions can be interpreted as the first step of a process of establishing a business that is generally long-term (Lee, S.H. & Wong, 2004). It is further explained that the intention of entrepreneurship reflects one's commitment to start a new business and is a central issue that needs to be considered in understanding the entrepreneurship process of new business establishment. Entrepreneurial intentions of late have begun to get attention for research because it is believed that a behavior-related intention is proven to be a reflection of actual behavior. Theory of planned behavior is a theory developed by Ajzen which is a refinement of the reason action theory proposed by Fishbein and Ajzen. The main focus of the theory of planned behavior is the same as the theory of action action that is the intention of individuals to perform certain behaviors. Intensi is considered to see the factors of motivation The greater the intention of one's entrepreneurship the more likely to achieve business goals. To see how much the level of entrepreneurship intention, interesting to use the theory of behavior / TPB Ajzen, this is seen in research Ferreira et al. (2012) and Engle et al. (2008).

Zampetakis (2011) found that "creative individuals, the more likely to engage in entrepreneurship, therefore creativity has been indicated as a trigger of entrepreneurship intention

### **Entrepreneurship Education**

Ibrahim and Soufani(2002) argued perhaps training can eliminate inexperienced entrepreneurs or those with an infeasible opportunity. This can lead some participant to take a more realistic perspective and perceive more fear of pursuing their ideas and creating an entrepreneurial venture than before education. Markman,, D. B. Balkin, and R. A. Baron (2010). Entrepreneurship Education on Entrepreneurship Skills and Motivation. Although research on entrepreneurship education (EE) is burgeoning across the globe (e.g., Fayolle, Gailly & Lassas-Clerc, 2006; Souitaris, Zerbini & Al-Laham, 2007),

### **Family Background**

Research conducted by Yoon et al. (2011) states that the background of parents' work has a significant effect on student entrepreneurship intentions. It shows that the background of the parent's job can be an individual reference in determining a decision to entrepreneurship or not.

Although the family is able to play an important role, but all that is useless if there is no interest that encourages the student's desire in entrepreneurship. Because not necessarily family business culture in one student with another have same culture or rule, have strong culture in

shaping entrepreneurship culture. In college itself it is necessary to develop entrepreneurship interest to encourage new entrepreneurs by applying the entrepreneurial sciences they get.

### **Creativity**

Zemptakis, et al (2009) found that creativity and proactive students fully mediate the positive effects of emotional intelligence on the intentions of entrepreneurship. In other words, attitudes toward entrepreneurship are fully mediated by the effects of creativity and proactive on the intention of entrepreneurship.

### **Hypothesis**

This analysis is used to know how big influence of independent variable (independent variable) that is: family background (X1), entrepreneurship education (X2), creativity (X3) to dependent variable (dependent variable) that is: entrepreneurship intention (Y). In this study, the hypothesis used is:  $Y = a + X1 + X2 + X3$

### **Method**

This research covers the scope of entrepreneurship which discusses family background, entrepreneurial education and creativity towards entrepreneurial intentions. This type of research is quantitative descriptive research, where this method analyzes the results of questionnaires containing 1-5 likert scales. The population in this study were Sahid University Surakarta students, with a total sample of 100 students from 125 questionnaires circulated, with the sampling technique used in this study is Nonprobability Sampling and included in the Purposive sampling technique of Sahid Surakarta university students who have taken Entrepreneurship courses. Sources of data used in this study are primary data, collected from questions/questionnaires at students Sahid University of Surakarta.

### **Data Quality Test**

Testing the data aims to know that the instrument used is valid and reliable, because the truth of the data processed will determine the quality of research results. In research in the field of social science, research variables generally formulated as a latent variable or un-observed (construct) is a variable that can not be measured directly but formed through the indicators observed. Usually these indicators are observed by using questionnaires or questionnaires.

The scale often used in compiling the questionnaire is the Likert Scale, which is a scale containing five levels of answer preferences with the following options: 1 = strongly disagree, 2 = disagree, 3 = doubtful or neutral, 4 = agree, 5 = very agree, There are two concepts in measuring data, namely:

**(1) Validity Test**, Validity Test is used to measure the validity or validity of a questionnaire. A questionnaire is declared valid if the question on the questionnaire is able to reveal something that will be measured by the questionnaire in the. This study uses a questionnaire instrument. Validity test of valid variable, if item questionnaire  $r$  value count  $>$   $r$  table  $(n-2)$ .

The criteria of decision making validity test for each statement is Corrected Item Total Correlation value or value must be above 0.30. this is because if it is smaller than 0.30 it means that the item has a lower relation with other statement items than the variable under study, so the item is declared invalid (Sugiyono, 2013: 209).

**(2) Test Reliability**, Reliability Test is a tool to measure a questionnaire which is an indicator of the variable or construct. A questionnaire is said to be reliable or reliable if one's answer to the question is consistent or stable with the answer.

### Classic assumption test

The classical assumption test is performed to determine the condition of existing data in order to determine a valid analysis model. The data used as multiple regression model in testing the hypothesis must avoid the possibility of deviation of classical assumption, then in this case will be done submission assumption test of normality, multikolinieritas, autokorelasi and heteroskedastisitas.

### Hypothesis testing

Hypothesis testing is a temporary answer to the formulation of research problems. Hypothesis testing used in this study used multiple linear regression analysis based on simultaneous test (F test), partial test (t test), coefficient of determination test (R<sup>2</sup>), then multiple linear regression test with SPSS software.

Multiple linear regression analysis is used to make predictions, how to change the value of the dependent variable when the value of the independent variable is increased or decreased in value. This analysis is used by involving two or more independent variables between the dependent variable (Y) and the independent variables (X<sub>1</sub>, X<sub>2</sub>, and X<sub>3</sub>), this method is used to determine the strength of the relationship between several independent variables simultaneously to the related variables and expressed by the formula (Ghozali, 2011: 84), are as follows:  $Y' = a + b_1X_1 + b_2X_2 + b_3X_3$

Information:

Y' = dependent variable (suspected variable)

a = *intercept or constants*

$b_1b_2b_3$  = regression coefficient

$X_1X_2X_3$  = independent variable

## RESULTS

The data collection in this research is done by distributing questionnaires distributed directly to the respondents. Respondents in this research are student Sahid university of Surakarta which active and medium or have pursued entrepreneurship course. Questionnaires distributed to respondents will be presented in the identity data of respondents. As many as 47% of men and as many as 53% women. This means that both men and women are not much different.

In the validity test, the variable is declared valid, if the item questionnaire  $r$  value count  $> r$  table ( $n-2$ ). The criteria for decision making validity test for each statement is Corrected Item Total Correlation value or value must be above 0.30 (Sugiyono, 2013: 209). The value of  $r$  arithmetic can be seen from the correlation coefficient between each variable with the total variable. It is seen that the correlation between each indicator to the total construct score of each variable shows significant results, and indicates that  $r$  arithmetic  $> r$  table so that it can be concluded that the question item above  $r$  value  $> 0,30$  table is valid while the value below  $r$  the table is said to be invalid. Then invalid questions will be omitted in the questionnaire. In this study all the question items are valid so no questions are discarded.

The instrument reliability test shows how large an instrument can be entrusted and used as a data collection tool. Reliability testing in this sense is by using the alpha formula. The reliability test results for each of the variables are summarized in the following table:

Variables	Alpha	Information
Family's background	0,853	Reliable
Education Entrepreneurship	0,876	Reliable
Creativity	0,866	Reliable
Intention of entrepreneurship	0,861	Reliable

*Data source based on SPSS 22*

### Table Test Results Reliability

The reliability test is used to test the extent to which the reliability of a measuring device can be used again in the same study. Reliability test results indicate that all variables have a fairly large coefficient alpha is above 0.70 so it can be said all the measurement concepts of each variable of the questionnaire is reliable so that for the next items on each concept of the variable is appropriate to be used as measuring instrument.

### Classic assumption test

Aimed at whether in the regression model the confounding or residual variable has a normal distribution as it is known that the  $t$  test or  $f$  test assumes that the residual values follow the normal distribution or not ie by graphical analysis and statistical tests (Ghozali, 2011: 103).

Testing is done by graph analysis (scatterplot) that is by looking at normal probability plot that compare cumulative distribution with normal distribution. Normal distribution will form a straight line diagonal and plotting the residual data will be compared with the diagonal line. If the residual data distribution is normal then the line representing the real data will follow the diagonal line.

Based on the graphic display obtained the results of data is normally distributed, the distribution of data is around the diagonal line. On the principle of normality can be detected by looking at the spread of data (dots) on the diagonal axis of the graph or by looking at the histogram and its residuals.

Multicollinearity test Aims to test whether the regression model found a correlation between independent variables. If the independent variables are correlated, then these variables are not octogonal. Multicollinearity can be seen from Tolerance value and Variance Inflation factor (VIF) value. If the VIF value is less than 10 and the tolerance value above 0.1 or 10% it can be concluded that the regression model does not occur multicollinearity (Ghazali, 2011: 105).

No	Variable Freedom	Tolerance Value	VIF value
1	Family Background	0,838	1,194
2	Entrepreneurship education	0,882	1,134
3	Creativity	0,945	1,058

*Data source based on SPSS 22*

**Table**  
**Multicollinearity Test Results**

Looking at these results determines that the VIF value of all independent variables that have a value less than 10 which means there is no correlation between independent variables whose value is more than 95% Tolerance value calculation results also show more than 0.10. So it can be concluded that there is no multicollinearity between independent variables in regression.

**Test Data Authentication/ autocorelation** A good regression model is that there is no correlation. Autocorrelation problems are often found in studies using time series data.

Based on the DW (Durbin Waston) value of 1.880, this value will compare with the value of the table by using the significant value of 5%, the number of samples 100 (n) and the number of independent variables 3 (k-3), then the Durbin Watson label will get the value as following:

N	Variable Freedom (k-3)	
	DL	DU
100	1,613	1,736

**Table**  
**Durbin Watson Test Bound**

Therefore DW  $1,880 > 1,736$  (du) and less than  $3-1,736$  (du-3), it can be concluded that can not reject  $H_0$  which states that there is no positive or negative autocorrelation (see decision table) or it can be concluded that there is no autocorrelation.

#### **Data Heterocedasticity Test**

The way to determine whether or not heterokedastisitas can be used scatterplot graph method which resulted from SPSS 22 program. If the picture shows that the dots spread randomly and spread over and below the number 0 on the Y axis, then it can be concluded there is no heteroskedastisitas on regression model (Ghozali, 2011: 139).

## Hypothesis testing

### Multiple Linear Regression Test

In the regression analysis in addition to measuring the strength of the relationship between two or more variables, it also shows the direction of the relationship between the dependent variable and the independent variable. A good regression model that meets the requirements of classical assumptions, among others, is normal distribution, the model must be free of symptoms of multicollinearity and free of heteroscedasticity.

Coefficients <sup>a</sup>							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	33,581	6,831		4,916	,000		
Family's background	,176	,098	,191	1,805	,004	,838	1,194
Entrepreneurship Education	,155	,107	,150	1,450	,001	,882	1,134
Creativity	,063	,065	,098	,981	,029	,945	1,058
a. Dependent Variable: Entrepreneurship Intention							

Data source based on SPSS 22

**Table**  
**Results of Multiple Linear Regression Test**

Based on the Multiple Linear Regression Test Results Table can be seen the regression equation that is formed is as follows:  $Y = 33,581 + 0,176 X_1 + 0,155 X_2 + 0,063 X_3$

#### Hypothesis Testing Parsial (t test)

From the data table Results of Multiple Linear Regression Test can be concluded as follows:

- a) Family background has a positive and significant impact on entrepreneurship intention. This can be seen from the significant result  $0.004 < 0.05$ .  
H1 = Family Background variable has positive and significant effect to entrepreneurship intention (hypothesis accepted / proven).
- b) Entrepreneurship Education has a positive and significant impact on entrepreneurship intentions. This can be seen from the significant result  $0.001 < 0.05$ .  
H2 = Entrepreneurship Education Variables have positive and significant impact on entrepreneurship intention (hypothesis accepted / proven).
- c) Creativity has a positive and significant impact on entrepreneurship intentions. This can be seen from the result of significant  $0,029 < 0,05$ .



H3 = Creativity variable has positive and significant effect to entrepreneurship intention (hypothesis accepted/ proven).

The result of simultaneously (F test) is known the value of F equal to 3,517 and significant value of 000 <0.05, so it can be concluded that the variables Family background, entrepreneurship education, Creativity together have an influence on the entrepreneurship intention of students of Sahid Surakarta University.

<b>Model Summary<sup>b</sup></b>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,836 <sup>a</sup>	,669	,671	3,767	1,880
a. Predictors: (Constant), Family's background, Entrepreneurship Education, Creativity					
b. Dependent Variable: Entrepreneurship Intention					

*Data source based on SPSS 22*

**Table**  
**Coefficient of Determination Test Results**

From the output view SPSS model summary seen in the table of determination coefficient test ( $R^2$ ) the value of 0.669 or 69.9% the figure explains that the variation of income can be explained by the variation of the three independent variables of family background, entrepreneurship education and creativity. While through improved coefficient of determination (Adjusted  $R^2$ ) obtained value of 0.669 or 66.9% variation of entrepreneurial intentions can be explained by independent variables.

While the rest of the results kofisien determination ( $R^2$ ) that is equal to (100% - 66.9% = 33.1%) entrepreneurial intentions are influenced by other variables such as variables entrepreneurial characteristics, capital, location, experience and marketing strategy. As for other reasons that are beyond this study, because of the variable capital, location, experience and marketing strategy is a supporting factor to start a business that must be known by the prospective entrepreneur. Standard Error Estimate (SEE) of 3.767. The smaller the value of SEE will make the regression model more appropriate in predicting the dependent variable.

### **Conclusions And Recommendations**

This study analyze to determine the influence of family background, entrepreneurship education and creativity to entrepreneurial intentions at students of Sahid Surakarta University. Based on data that has been collected and has been through the testing process.

Result are coherent with finding arising from literature review family background, entrepreneurship education and creativity have a mutual influence on entrepreneurship intentions. Same as research Yoon et al. (2011) states that the background of parents work has a significant effect on student entrepreneurship intentions.

These results have significant and positive implications for Family background, entrepreneurship education and creativity towards entrepreneurial intentions at the students

of Sahid Surakarta University, this study shows that these variables need to be considered and increase so that students are able to realize the intention of entrepreneurship.

Family background plays an important role in running a business, because the intention of entrepreneurship will be realized into entrepreneurship. Creativity is the main capital of a person who has decided to entrepreneurship. If an entrepreneur can create creative or innovative ideas, it will be able to increase the intention of entrepreneurship and can achieve the success of a business.

This Study has some limitations, which present opportunities for further research. First, this study with a limited number of respondents as many as 100 mahasiswa. otherwise it is necessary to expand the population in further research. Second, this study While the remaining 33.1% is explained by other variables outside this study there are such as entrepreneurial motivations, business planning, entrepreneurial skills. An extension of this research may seek entrepreneurial intentions with variabel controls(Education, age, gender), thereby combining main advantage of quantitative and qualitative research approaches.

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