

Analysis of the Effect of Entrepreneurship Education, Family Environment, and Entrepreneurship Commitment on Entrepreneurship Intention



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ABSTRACT: This study aims to Analysis of the effect of Entrepreneurship Education, Family Environment, and Entrepreneurship Commitment on Entrepreneurial Intentions in the context of student at Jambi-Indonesia University. This study adopted inferential research design. This is a cross-sectional study because data is collected at one time point. This empirical study was conducted on a sample of Accounting Study Program, Faculty of Economics and Business, University of Jambi Indonesia who were willing to collaborate to participate voluntarily by filling in the on-line questionnaire. These student participants were chosen because they have been heavily involved in entrepreneurial activities. In this study, 369 students were willing and returned a complete questionnaire. Entrepreneurship Education has a positive and significant influence on Entrepreneurship Commitment and Entrepreneurial Intentions, Family Environment has a positive and significant influence on Entrepreneurship Commitment and Entrepreneurial Intentions. Entrepreneurship Commitment have a positive and significant effect on Entrepreneurial Intentions. This research is focused on analyzing the influence of Entrepreneurship Education and Family Environment to predict Entrepreneurial Intentions, but does not pay attention to entrepreneurial behavior, especially how they start a new business. Thus, further research is expected to explain the subject of entrepreneurial behavior. The results of this study provide a conceptual framework for evaluating comprehensively for Entrepreneurship Education providers especially in establishing learning outcomes, study materials, learning methods, learning environments, and forming networks with corporate communities in providing authentic experiences to students. This study attempts to use a combination of two factors, namely external and internal factors to explain entrepreneurial intention.

KEYWORDS: Entrepreneurship Education, Family Environment, Entrepreneurship Commitment, Entrepreneurial Intentions.

1. INTRODUCTION

Hisrich et al, (2010) define that intention is a person's motivation to act in a certain way and explains how hard the person is willing to try and how much time and effort is put into eliciting a behavior. Intentions are hopes, desires, ambitions, ideals, plans, or something that a person must strive for in the future. The intention is related to an indication of how hard someone is trying to understand, how much effort someone has in planning something, to do a certain behavior (Nurrofi, 2016: 2).

The intention is needed as the first step in starting entrepreneurship. Adnyana and Purnami (2016: 1164) explain that entrepreneurial intention is a thought that encourages individuals to create businesses. Andika and Iskandarsyah, (2012: 192) suggest that intention is the seriousness of a person's intention to perform an action or bring up a certain behavior. Intentions play a distinctive role in directing action, namely linking deep considerations, believed and desired by someone with certain actions, in this study, the action in question is entrepreneurship.

In Indonesia, in order to increase the entrepreneurial intention among students since 1997, the Government through the Directorate of Research and Community Service (DITLITABMAS) has realized the Entrepreneurship Culture Development Program in Higher Education (PBKPT). One of the key program components in it is the Student Alternative Work Program (KAM). This program can only be accessed and implemented by students while other programs such as Entrepreneurship Lecture (KWU), Business Work Lecture (KKU), Entrepreneurship Internship (MKU), Business Consultation and Work Placement (KBPK), and New Entrepreneur Incubator (INWUB), proposals are submitted by group's lecturers but should include students as perpetrator in the field (Kurniati, 2015: 24).

For a novice student in entrepreneurship, participation in KWU will be the initiation of growth and understanding of the entrepreneurial spirit. In MKU activities, students can learn real entrepreneurship in industrial partners/entrepreneurs, while KKU activities are carried out to explore entrepreneurship while participating in helping household business partners, both in the production process as well as in marketing and sales. Alternative Work Activities (KAM) which were previously included in the

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Entrepreneurship Culture Development Program (KBPK), began in 2002 carried out within the scope of the Entrepreneurship Student Creativity Program (PKMK). KBPK activities are carried out to assist small and medium entrepreneurs and alumni in entrepreneurship and gain access to markets and capital (Dikti, 2014). Job placements are given the opportunity for alumni to choose an industry or company that can be used as a place to learn entrepreneurship according to their scientific field, before managing their own industry or company. The INWUB activity is the last event to form the entrepreneurial spirit of students and new graduates, before entering into the real entrepreneurship world as the independent entrepreneurs. Not all students have to start learning entrepreneurship by joining KWU. Each student can decide to start from a vehicle that is under their abilities, experience, and opportunities (Kurniati, 2015: 28).

This study aims to describe the impact of the implementation of the program, especially entrepreneurship education which is currently being intensively implemented in accordance with the Vision of the University of Jambi, namely "Making UNJA as A World Class Entrepreneurship University", the role of the family environment and entrepreneurship commitment to the entrepreneurial intentions of students. Wibowo (2016) found that entrepreneurship education has a positive and significant effect on entrepreneurial intentions. Alma (2013) states that the family environment can influence a person to become an entrepreneur. Sifa Farida's research (2016) found that the family environment affects the intention or interest in entrepreneurship (Kristianto and Suharno, 2019: 333). Meanwhile, the conditions and prerequisites for the growth of a business according to Harper (1995) and Gmacnabb and O'Neill (1999) are conditions related to achievement motivation and commitment. As stated by Susan (2009) that to be a successful entrepreneur, one must have a strong commitment. Commitment is the main key to being a successful entrepreneur. Having a full commitment to their business, so that entrepreneurs candidate must be ready with all their heart and soul in what they are doing and believe in the products or services produced, and be prepared to work for a long time (Sahabuddin, 2013: 3).

2. LITERATURE REVIEW AND HYPOTHESIS ENTREPRENEURIAL INTENTIONS (EI)

According to Ajzen's theory of planned behavior (1991), a person's intention is the desire to perform a behavior or activity. The intention is an initial occurrence of behavior or attitudes or other variables (Wijaya, Nurhadi, and Kuncoro 2015: 111). According to Wijaya (2007) intention is the seriousness of a person's intention to perform an action or bring up a certain behavior. Entrepreneurial intention can be defined as the process of seeking information that can be used to achieve the goal of establishing a business (Katz and Gartner, 1988). Ajzen (2001) states that the intention to perform a behavior is a person's tendency to choose to do a job or not do a job. This intention is determined by the extent to which the individual has a positive attitude towards certain behaviors, and the extent to which if he chooses to perform certain behaviors he gets support from other influential people in his life (Chrismardani, 2016: 93).

Entrepreneurial intention is usually defined as a person's desire to have his own business (Crant, 1996) or to start a business. Historically, the intention has been used to describe self-prediction to engage in a behavior (Ajzen, 1991; Ajzen & Fishbein, 1977). That is, once intention formation occurs, actual behavior is expected. Socio-psychological studies assume that intention is the single best predictor of actual behavior (Bae, Qian, Miao & Fiet 2014: 218). In entrepreneurship, however, some have doubted what intentions predict actual entrepreneurial behavior means (Douglas & Shepherd, 2002). Nonetheless, some studies still consider entrepreneurial intention as one of the important antecedents of actual entrepreneurial action (Krueger et al.; Lee, Wong, Foo, & Leung, 2011).

Linan and Chen (2009: 219) divided the aspects of entrepreneurial intentions as follows:

(a) Attitude toward start-ups (personal attitude, PA) Attitude is a factor in an individual who is studied to give a positive or negative response to an assessment of something given. For example, if an individual considers something useful for himself, he will give a positive response to it, on the contrary, if something is not useful then he will give a negative response. (b) Subjective norm (SN) Subjective norm is an individual's perception of the thoughts of others who will support or not support him in doing something. Subjective norms refer to the social pressure faced by individuals to do or not to do something. It is related to the belief that other people encourage or hinder to carry out the behavior. An individual will tend to perform a behavior that is motivated by other people who agree to perform the behavior. (c) Perceived behavioral control (PBC) is the control that perceived ease or difficulty in performing a behavior. Behavioral control relates to beliefs about the availability of support and resources or barriers to carrying out an entrepreneurial behavior. Behavioral control is the perception of the strength of factors that facilitated or complicated.

Following the model of Ajzen and Fishbein (1980), the entrepreneurial intention is influenced by three general factors; (1) Intentions are determined by the individual's attitude towards certain types of behavior. It is viewed as a weighted sum of the perceived consequences and different possible outcomes of the behavior, including intrinsic rewards. (2) Perceived social norms. That is, the beliefs of groups and related actors, such as family and friends, will influence a person's intention to become an entrepreneur. (3) Self-efficacy. Different studies (Barbosa, Gerhardt, and Kickul 2007; Zhao, Seibert, and Hills 2005) have demonstrated its importance in the development of entrepreneurial intentions (Sánchez, 2013: 449).

Entrepreneurial intentions according to Ariyani (2016) as quoted by Utami (2018: 16), are influenced by several factors,

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namely; self-efficacy, subjective norms, education, demographic factors (gender, age, education, and one's experience). Suharti and Sirine (2011: 126) suggest that the factors that influence entrepreneurial intentions are as follows: 1) Socio-demographic factors: gender, field of study, parental occupation, and entrepreneurial experience. 2) Attitude factors: autonomy & authority, economic opportunity & challenge, security & workload, avoid responsibility, self-realization & participation, social environment, perceived confidence. 3) Contextual Factors: entrepreneurship education, academic support, social support, environmental support.

ENTREPRENEURSHIP EDUCATION

Entrepreneurship education is "any pedagogical (program) or educational process for entrepreneurial attitudes and skills". It has a relatively long history and has developed into a widespread phenomenon. However, different types of entrepreneurship education are targeted at specific developmental stages. Scholars have mentioned different types of entrepreneurship education, which are targeted at specific audiences. For example, education for awareness is for students who have no experience in starting a business. Entrepreneurship awareness education aims to enable students to develop entrepreneurial skills and assist them in choosing a career. Most university-level programs are intended to raise entrepreneurial awareness and prepare aspiring entrepreneurs. In this analysis, the argument we develop is based on entrepreneurship education which engenders greater awareness for students who have not yet decided which career to pursue (e.g., employment versus entrepreneurship) or who have not experienced starting their own business before enrolling in entrepreneurship courses (Bae, Qian, Miao & Fiet 2014:219).

According to Brown (2000), entrepreneurship education is designed to communicate and instill the competencies, skills, and values needed to recognize business opportunities, organize and start new businesses. Gorman, Hanlon, and King, (1997) show that entrepreneurship education is an educational program which focused on influencing students who have entrepreneurial problems (Izedonmi & Okafor 2010:50). According to Sarwoko (2011), entrepreneurship education needs to be given to instill innovative and creative values in responding to opportunities, creating opportunities as well as entrepreneurial skills and knowledge, because interest in entrepreneurship is the starting point for how the business is run and how to manage risks. Alma (2011:1) states that higher education obtained in college is expected to be able to develop themselves as an entrepreneur and not vice versa who can only wait for job vacancies.

Linan (2004) found that there are four categories of entrepreneurship education programs. The first, "Entrepreneurial Awareness Education", aims to increase knowledge about entrepreneurship and to influence attitudes that may impact intentions. The second, "Education for Start-Up". This program was aimed at people who generally already have an entrepreneurial idea and need to solve practical questions about being self-employed. The third, "Education for Entrepreneurial Dynamism", focused on people who are already entrepreneurs and wish to promote dynamic behavior once the stage begins. And the fourth, "Continuing Education for Entrepreneurs" describes a learning program and focuses on experienced entrepreneurs (Lorz, 2011: 10).

The research results of Ndou et al. (2018) in Hastuti et al. (2020: 33-34) describes the entrepreneurship education learning program which aims to develop an entrepreneurial mindset can be arranged in the following phases in accordance with the stages of entrepreneurial business development as described in figure 1.

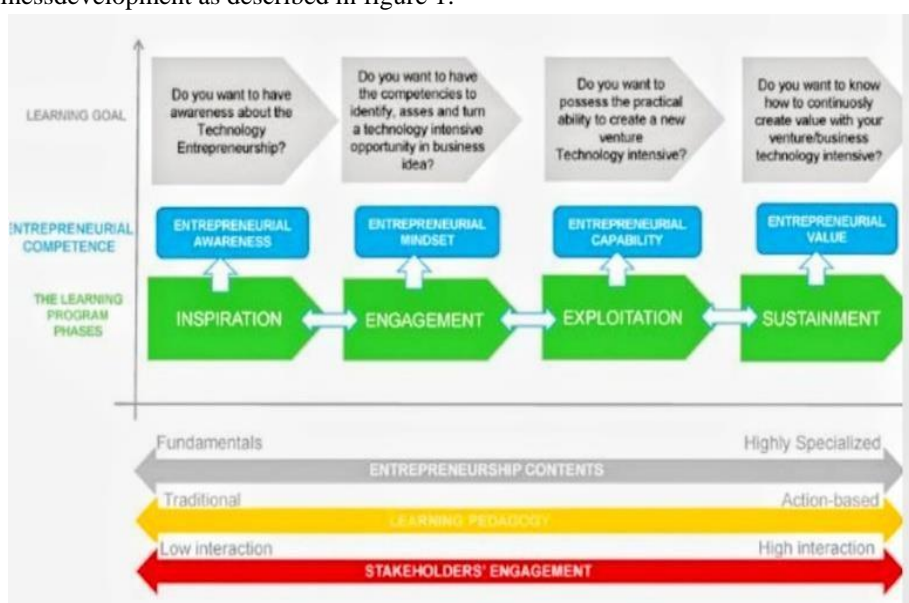


Figure 1: The Process of Developing an Entrepreneurial Mindset with Entrepreneurship Education (Ndou et al., 2018)
Picture 1 explains that the process of developing an entrepreneurial mindset begins with;

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(1) Inspiration. This inspirational phase focuses on generating entrepreneurial awareness connected to technology-based entrepreneurship. As well as the completeness and familiarity needed to start and handle technology-based entrepreneurial activities. (2) Engagement. This engagement step is concentrated on building a target group with specific entrepreneurial abilities, competencies, and skills. Then, efforts are made in the form of testing, feeling, and doing on new prospects and utilizing them in entrepreneurial advantages originally and innovatively. (3) Exploitation. Exploitation efforts are useful for fostering entrepreneurial abilities. The third stage of the process aims to take advantage of emerging entrepreneurial opportunities. This is done by placing participants in real-world conditions to solve specific problems with real-world conditions to solve specific problems by presenting ideas, planning, and managing new efforts. And (4) Sustainability. The fourth stage is providing the target with techniques, instruments, resources, acquaintances, and talents. This is done to survive in growth and be able to generate entrepreneurial value through new efforts.

Sumarsono (2013: 64) suggests that one of the factors that influence entrepreneurial intentions is educational background. Research has shown that entrepreneurship education can increase entrepreneurial intentions. Wibowo (2016) found that entrepreneurship education has a positive and significant effect on entrepreneurial intentions. However, Pratana and Margunani's research (2019) that entrepreneurship education, although classified in the good category, does not affect entrepreneurial intentions. Hussain and Hashim (2015) in Pratana and Margunani (2019: 537) stated that "entrepreneurship education helps the students to learn and identify new business opportunities". This means that entrepreneurship education can help students to learn and identify new business opportunities. Olokundun, et al. (2017) the competence of entrepreneurship educator has an impact on student's commitment to writing business plans as evidence of intention to pursue entrepreneurship. This finding implies that the experience and skills of an entrepreneurship educator have an impact on student's commitment to entrepreneurship to learn, especially in writing viable business plans. Wibowo & Premudana (2016) entrepreneurship education has a direct and indirect influence on entrepreneurial intentions with entrepreneurial attitudes (as a mediating variable). From the description above, the following hypothesis is proposed:

H1: Entrepreneurship education has a direct effect on business commitment. H2: Entrepreneurship education has a direct effect on business intention.

H3: Entrepreneurship education has a direct effect on business intention through business commitment.

FAMILY ENVIRONMENT

The family environment is the environment as the main education that is first received by a child because it is in this family that children first receive education and guidance after they are born (Irwansyah & Subiantoro, 2018: 38). The family environment is where a child is educated from the start since he was born and his development will always be influenced by how the family environment affects his psychology because from the family environment they will also learn in a larger environment, namely the community environment and the school environment where someone learns (Jamil and Azra 2014:87). According to Wiani, Ahmad, and Machmud (2018: 233), the family environment is very influential in the development of a child's personality because the family environment is the primary environment which has a strong influence on the individual compared to the secondary environment (society).

The family environment is the sum of all living and inanimate objects and all conditions that exist in the small social group, which consists of the father, mother, and children who have social relations due to blood ties, marriage, and or adoption. The family environment that can influence a person to become an entrepreneur can be seen in terms of the work of parents. The work of parents is often seen that there is influence from parents who work alone and have their own business, so their children tend to become entrepreneurs (Ardiyani & Kusuma, 2016: 5161). The family environment has a strong effect on the overall well-being of individuals. The condition of a family greatly affects a person's livelihood and way of working. The sense of belonging can be felt from strong family ties. Family shapes personality develops personality, emotional strength, and works as a support system for all individuals. The individual is not only formed in this sociological unit, namely the family, to prepare for routine experiences but also determines how he or she will react to stressful experiences. A dysfunctional family often causes individuals to make bad choices in life that cause stress (Gupta, 2017:543).

Ratnasari (2011: 36) cites the functions of the family according to WHO including: (a) Biological functions, namely the function to continue offspring, nurture and raise children, nurture and care for family members, and meet the nutritional needs of the family. (b) Psychological functions include functions in providing love and security, giving attention among family members, fostering personality maturation of family members, and providing family identity. (c) Socialization functions include functions in fostering socialization in children, transmitting family values, and fostering behavioral norms according to the level of child development. (d) Economic functions include functions in finding sources of income, regulating the use of family income in order to meet family needs, and saving to meet family needs in the future. And (e) the function of education includes the function of educating children according to their level of development, educating children to acquire knowledge, skills and shaping children's behavior according to their talents and interests, and preparing children to fulfill their role as adults for adult life in the future which will come.

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According to Sarwoko (2011) students whose family background or siblings are entrepreneurial have a higher level of entrepreneurial intention than students whose families or siblings are not entrepreneurship where students whose families have businesses already have entrepreneurial experience, so they can plan an entrepreneurial career in the future as a life choice.

Likewise, Cahyono (2010) suggests that parents' work has a significant effect on entrepreneurial intentions (Ardiyani & Kusuma, 2016:51-60). Research Lingappa et al. (2020) concluded that the family environment greatly influences entrepreneurial intentions. Likewise, Kristianto & Suharno (2019), the family environment has a positive effect on entrepreneurial intentions. From the description above, the following hypothesis is proposed.

H4: Family environment has a direct effect on entrepreneurial commitment. H5: Family environment has a direct effect on entrepreneurial intentions.

H6: Family environment has an indirect effect on entrepreneurial intentions through entrepreneurial commitment.

ENTREPRENEURIAL COMMITMENT

Commitment is a strong attitude, behavior, and sense of belonging to the organization to achieve organizational goals (Sidiqqoh & Alamsyah, 2017:261). According to Iturrioz, Aragon, and Narvaiza (2014) commitment is a business that arises from an entrepreneur. Commitment is related to the attitude, behavior, and sense of the entrepreneur to have a strong business in achieving company goals (Muda and Rahman, 2016). According to Sunarto (2005) "Commitment is love and loyalty consisting of: (1) unification with company goals and values (2) the desire to remain in the organization and (3) willingness to work hard on behalf of the organization" (Akbar, Musadieg, & Mukzam, 2017:34). Entrepreneurial commitment is important because commitment is a form of agreement on something that is made by someone to himself or others. For this reason, the commitment must be clear, directed, oriented towards progress, and continue to be maintained until it reaches success (Soelaiman & Puspitowati, 2019: 279).

Entrepreneurial commitment is everything that refers to entrepreneurs' efforts to survive in the business they will or have run by identifying, publishing themselves in the business (Tang

2008), persevering in running a business, and considering entrepreneurs to invest in time, energy, and resources such as financial, intellectual, relational and emotional (Rodack and Smell, 2017) (in Soelaiman & Puspitowati 2019:280). Likewise, Rauf (2020: 93) Entrepreneurial commitment is an important variable that serves as a moderator between entrepreneurial orientation and business performance which serves to direct actions to achieve common goals, namely business performance. Entrepreneurial commitment is the consistency of goals to be achieved by an entrepreneur by holding the principles of entrepreneurship. Several studies have found that entrepreneurship commitment can be influenced by how much entrepreneurial orientation a person has. This means that the greater the entrepreneurial orientation possessed by the entrepreneur, the higher the urge to commit to entrepreneurship.

Therefore, the importance of entrepreneurship commitment is a challenge for every entrepreneur is looking for opportunities, taking advantage of opportunities in managing these opportunities into businesses. To be able to increase the entrepreneurial commitment of every entrepreneur in seeking opportunities or taking advantage of opportunities, it is necessary to be supported by creativity and innovation in doing business, because, with a strong commitment to entrepreneurship, it will be able to increase the effectiveness in managing business units which will ultimately improve business performance (Rauf, 2020: 93). According to Choo and Wong (2006), high entrepreneurial commitment is caused by achievement motivation and entrepreneurial intention. These two variables can be used as a basic approach to understanding who will become entrepreneurs and have an entrepreneurial commitment and have an achievement motive (McClelland, 1992) (in Sahabuddin, 2013: 3). Meanwhile, the conditions and prerequisites for the growth of a business according to Harper (1995) and Gmacnabb and O'Neil (1999) are conditions related to achievement motivation and commitment. As stated by Susan (2009) that: to be a successful entrepreneur, one must have a strong commitment. Commitment is the main key to being a successful entrepreneur. Having a full commitment to their business, prospective entrepreneurs must be ready with all their heart and soul in what they are doing and believe in the products or services produced, and be prepared to work for a long time (Sahabuddin, 2013: 3).

According to Spector (in Nugroho, 2018: 19): commitment includes (1) Affective commitment. This aspect is the emotional feelings and beliefs of members/employees towards the values and goals of the company, a sense of being part of the organization, and a sense of involvement in the organization. Affective commitment is reflected in the behavior of members towards their organization, such as the similarity of personal values and goals with organizational values and goals, acceptance of organizational policies, and members have pride in being part of an organization. According to Allen and Mayer (1990), the aspect of affective commitment can lead to a sense of intimacy as a family towards an organization, and employee involvement in work is more profound and consistent. The similarity of goals or values of an employee with the company will foster employee willingness by allocating something to achieve company goals. Employees who have affective commitment have the assumption that the organization will provide security and comfort because employees have a strong bond with the company or organization. This is in line with the opinion expressed by Srimulyani (2009), saying that employees who have affective commitment will feel closer to the organization where the employee is located so that employees will be motivated and make a major contribution to the company. (2) Continuance

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Commitment This aspect relates to the economic value obtained by an employee, which means that a person chooses to stay in a company because he gets certain benefits, compared to the employee leaving or moving to another company. In this aspect, it is formed because the rewards provided by the company are deemed sufficient. In this aspect, the reason an employee stays is because the employee feels he needs a reward from the company. Employees with high continuance commitment will choose to stay and maintain their relationship with the company/organization. This happens because employees have economic needs. Employees with low continuance commitment can have an impact on lack of performance, this condition can occur when employees feel that the results received are not in accordance with themselves (Srimulyani, 2009). Continuing commitment is a state of employees who need (need) to do something for the company (Allen and Mayer, 1990). (3) **Normative Commitment (Normative Commitment)**. This aspect relates to the desire to stay with the organization for moral or ethical reasons. In this aspect, commitment is formed from feelings of employees who feel obligated or obliged by employees to survive more than others (Greenberg in Kurniawan, 2015). Employees who are in this aspect, will maintain their relationship with the organization and give maximum efforts to progress and achieve company goals. This happens because employees who have a normative commitment feel more responsible for doing so than others. A similar opinion was also expressed by Srimulyani (2009) who revealed that employees with high normative commitment have a sense of responsibility to their work, co-workers, or to their management, this happens because employees have a sense of obligation to repay what the organization has given them thus providing high loyalty to the company or organization.

Commitment affects entrepreneurial intentions. According to Iturrioz, Aragon, and Narvaiza (2014) commitment is a business that arises from an entrepreneur. Commitment is related to the attitude, behavior, and sense of the entrepreneur to have a strong business in achieving company goals (Muda and Rahman, 2016). Entrepreneurial commitment is the consistency of goals to be achieved by an entrepreneur by holding the principles of entrepreneurship. Several studies have found that entrepreneurship commitment can be influenced by how much entrepreneurial orientation a person has. This means that the greater the entrepreneurial orientation possessed by the entrepreneur, the higher the urge to commit to entrepreneurship. Entrepreneurial commitment is everything that refers to entrepreneurs' efforts to survive in the business they will or have run by identifying, publishing themselves in business (Tang 2008), persevering in running a business (Silmclair et al., 2009) and entrepreneurs' considerations for investing their time, energy, and resources such as financial, intellectual, relational and emotional (Rodack and Smell, 2017) (in Soelaiman and Puspitowati 2019:280). Organizational commitment has a significant positive effect on entrepreneurial intentions (Darmawan (2017). From this description, the following hypotheses are proposed:

H7: Business commitment has a direct effect on business intention.

3. METHODS RESEARCH DESIGN

This study adopts inferential research designs. This is a cross-sectional study as the data in this study is collected at one point in time. It aimed to assess the impact of the entrepreneurship education offered to undergraduate students at the University of Jambi on their entrepreneurial

Intentions. Why were Jambi University Students chosen as the unit of analysis? Jambi University is the largest university in Jambi Province which has the vision to become an Entrepreneur University, starting in 2018 all faculties have adopted and implemented the university's vision by providing various programs that can support student entrepreneurship. These programs included face-to-face lectures, seminars, entrepreneurship week, entrepreneurship training, funding for student entrepreneurship proposals deemed worthy, and participation in business competition plans on a national scale. All of this was done to facilitate students' understand and were expected to choose the entrepreneurship as a career choice.

PARTICIPANTS

This empirical study was conducted on students of the Accounting Study Program, Faculty of Economics and Business, University of Jambi Indonesia who were willing to cooperate to participate voluntarily by filling out an online questionnaire. Participants were guaranteed anonymity and were welcome to leave their contact numbers if they wished to participate in the follow-up study. These student participants were chosen because they have been heavily involved in entrepreneurial activities. In this study, 369 students were willing and returned a complete questionnaire.

STUDY MEASURES

The instrument for measuring all research variables in this study adopted an instrument that had been used previously. The number of themes and scales is adjusted to the needs of online data collection and the characteristics of students in Indonesia. After adaptation, the items were translated into Indonesian.

Entrepreneurial intention: Adopting Linan and Chen (2009), all items were measured using a 4-point Likert scale with response options ranging from 1 (strongly disagree) to 4 (strongly agree). Examples of items are EI-1: I am ready to do anything to become an entrepreneur, EI-6: I have the intention to open a business one day. Cronbach's Alpha for the scale is 0.640

Entrepreneurial commitment: Adopting Bonds (2017), all items were measured using a 4-point Likert scale with response options

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ranging from 1 (strongly disagree) to 4 (strongly agree). Sample items include EC-1: If I've set up a business I really feel as if the company's problems are my own, EC-10: If I've set up a business, I'll feel indebted if I don't succeed. Cronbach's alpha for the scale is 0.865

Entrepreneurship Education: adopting Storen (2014), all items were measured using a 4-point Likert scale with response choices ranging from 1 (strongly disagree) to 4 (strongly agree). Sample items include EE-1: After studying Entrepreneurship Education I can start my own company, EE-8: Entrepreneurship Education can improve my creative and innovative abilities. Cronbach's Alpha for the scale is 0.847

Family environment: Adopting Hosasi and Honda (2012), all items were measured using a 4-point Likert scale with response options ranging from 1 (strongly disagree) to 4 (strongly agree). Sample items include FE-1: My family provides proper education to become a successful person,

FE-10: If I have a business, my family ready to help with all the needs of opening a business. Alpha Cronbach for the scale is 0.865

DATA ANALYSIS

Data analysis using path analysis. The path model is a diagram that connects the relationship network of several variables that are placed sequentially which will be studied in research (Sarwono, 2012: 9). Considering if this research uses path analysis, there are several basic assumptions to fulfill the Trimming Theory method, including: (1) The relationship between variables must be linear. (2) The research model has a causal relationship with the one-way causal flow (recursive model). The test is done partially with OLS (regression analysis). (3) Minimal endogenous variables on an interval scale. (4) The research instrument must be reliable and valid (variables are measured without errors). And (4) the research model is in accordance with the theories and concepts.

4. RESULTS

Test Validity and Reliability

A validity test is used to see whether the instrument used is valid or invalid. The validity used in this study was predictive validity, which is the degree to which a test can predict how a person will perform a planned task or job prospect. Then to test reliability using the Alpha Cronbach formula. The test was carried out with the application of the SPSS 21.0 program. The results of the validity and reliability tests were presented in Table 1 below.

TABLE 1. Summary of test validity & reliability results

Variable	Item	Correlation			Reliability	
		r	sign	Status	Alpha Cronbach	Status
Entrepreneurship Intention (EI)	EI-1	0,794033**	.00	Valid	0,64	Reliable
	EI-2	0,716186**	.00			
	EI-3	0,654548**	.00			
	EI-4	0,654548**	.00			
	EI-5	0,369015**	.00			
	EI-6	0,373257**	.00			
Entrepreneurship Commitment (EC)	EC-1	0,729706**	.00	Valid	0,846	Reliable
	EC-2	0,617396**	.00			
	EC-3	0,618935**	.00			
	EC-4	0,711620**	.00			
	EC-5	0,624549**	.00			
	EC-6	0,712015**	.00			
	EC-7	0,655101**	.00			
	EC-8	0,661288**	.00			
	EC-9	0,734806**	.00			
	EC-10	0,512161**	.00			

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Entrepreneurship Education (EE)	EE-1	0,521830**	.00	Valid	0,847	Reliable
	EE-2	0,645391**	.00			
	EE-3	0,774557**	.00			
	EE-4	0,797521**	.00			
	EE-5	0,816112**	.00			

	EE-6	0,778241**	.00			
	EE-7	0,453822**	.00			
	EE-8	0,825290**	.00			
Family Environment (FE)	FE-1	0,597144**	.00	Valid	0,865	Reliable
	FE-2	0,783855**	.00			
	FE-3	0,586586**	.00			
	FE-4	0,709642**	.00			
	FE-5	0,593332**	.00			
	FE-6	0,674195**	.00			
	FE-7	0,627858**	.00			
	FE-8	0,726971**	.00			
	FE-9	0,751291**	.00			
	FE-10	0,751138**	.00			
	EE-6	0,778241**	.00			
	EE-7	0,453822**	.00			
	EE-8	0,825290**	.00			
Family Environment (FE)	FE-1	0,597144**	.00	Valid	0,865	Reliable
	FE-2	0,783855**	.00			
	FE-3	0,586586**	.00			
	FE-4	0,709642**	.00			
	FE-5	0,593332**	.00			
	FE-6	0,674195**	.00			
	FE-7	0,627858**	.00			
	FE-8	0,726971**	.00			
	FE-9	0,751291**	.00			
	FE-10	0,751138**	.00			

The results of the normality test of the data, based on the one-sample Kolmogorov-Smirnov test, were known as the Asymp. Sig value. (2-tailed) was greater than 0.05 ($0.531 > 0.05$), which means the data was normally distributed. In the homogeneity test, the results of the Test of Homogeneity of Variances, the EE variable obtained a Sig value of $0.069 > 0.05$, in FE a Sig value of $0.681 > 0.05$, and in EC a Sig value of $0.079 > 0.05$. This means that the three research variables were homogeneous. Based on the ANOVA table, EE against IE was linear (sig. deviation from linearity value $0.387 > 0.05$), FE against IE ($0.056 > 0.05$). And EC to IE is also linear ($0.204 > 0.05$). The results of the multicollinearity test showed that there was no correlation between the independent variables (independent) so that in this study there was no multicollinearity (EE (X1) had a tolerance value of 0.721 and a VIF value of 1.387, the variable FE (X2) had a tolerance value of 0.633 and VIF 1.581. EC (X3) has a tolerance value of 0.500 and VIF 2.000). From the scatterplot graph, it can be seen that the points spread randomly and are spread both above and below the number 0 on the Y axis. It can be concluded that there was no heteroscedasticity in the regression model, so the regression model was feasible to be used to predict IE based on the input of the EE independent variable, FE and EC. Based on the Durbin-Watson table, the value of d_u is 1.84029 and d_L is 1.81855. The DW value of 1.909 was greater than the upper limit (d_u) of 1.84029 and less than $4 - 1.84029 = 2.15971$, it can be concluded that there was no problem or symptom of autocorrelation.

Hypothesis test

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Previously, it was explained that to test the effect of exogenous variables on endogenous variables, path analysis was used. The results of hypothesis testing were presented in a summary such as Table 2 and Figure 2 below.

TABLE 2. Summary of test hypothesis results

No.	Hypothesis			Effect			T-Statistic	p- Value	Description
				Direct	Indirect	Total			
1.	X1	X3	.459**			9,892	0.000	Significant	
2.	X1	Y	.409**		.780	8,574	0.000	Significant	
3.	X1	Y X3		.321					
4.	X2	X3	.554**			12,753	0.000	Significant	
5.	X2	Y	.532**		.942	12,026	0.000	Significant	
6.	X2	Y X3		.388					
7.	X3	Y	.701**			18,811	0.000	Significant	

$e_1 = 0,707$

$e_2 = 0,675$

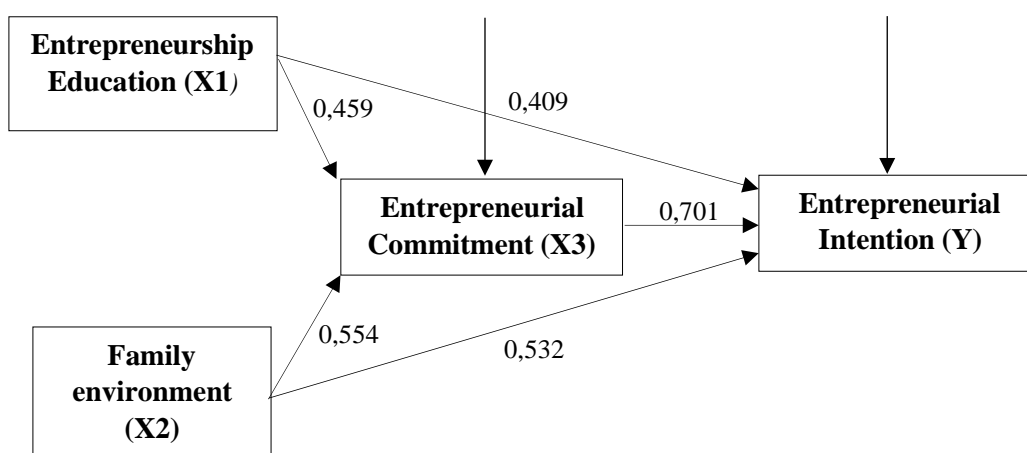


Figure 2. Results of Path Analysis Model

5. DISCUSSION AND CONCLUSION

Entrepreneurship education is learning aimed at understanding, knowing, or developing student entrepreneurship or students to know how to do entrepreneurship, find ideas, and how to promote a product from their business to know how to get the maximum profit from entrepreneurship. An entrepreneur needs to have at least 12 characteristics, namely: (1) achievement motive, (2) always perspective, (3) high creativity, (4) have high innovative behavior,

(5) have a commitment to work, (6) have a work ethic and responsibility, (7) independent or doesnot depend on others, (8) dares to face risks, (9) always looks for opportunities, (10) has a leadership spirit, (11) has managerial abilities, and (12) has personal abilities (Suharyono, 2017). From the characteristics of entrepreneurship above, there is one characteristic of entrepreneurship, namely having a commitment to work. Therefore, entrepreneurship education has an effect on commitment to entrepreneurship because by studying entrepreneurship students know what to inculcate to become an entrepreneur, one of which is commitment to entrepreneurship.

From the results of this study, the direct impact of entrepreneurship education on commitment to entrepreneurship was 0.459, with a significant level of $0.000 < 0.05$. It can be interpreted that there was a direct influence of entrepreneurship education on entrepreneurship commitment of 0.459. This means that if someone understands entrepreneurship education, then someone will have a high commitment to start a business and be able to solve various business problems to lead to the success of his business. An entrepreneur who has a high commitment will have a strong belief in success for the strength which available in himself in entrepreneurship. The results of this study were in line with the opinion according to Pearce II in Wibowo, S and Pramudana, K.A.S (2016), which stated that there were 10 characteristics of successful entrepreneurs, one of them was a commitment to entrepreneurship.

Furthermore, in line with the research of Olokundun, et.al (2017) that "entrepreneurship educator's competence impacts on students' commitment for writing business plans as evidence of intentions for an entrepreneurial pursuit". This finding implies that the experience and skills of an entrepreneurship educator have an impact on student's commitment to entrepreneurship to learn, especially in writing viable business plans. Reinforced by McGing's research (2016) which states that "who reported that business planning in tertiary education is paramount in entrepreneurship education in order to encourage students to be more proactive in the full business cycle". Therefore, there is an effect of entrepreneurship education on students' commitment to writing business plans as evidence of intention to pursue entrepreneurship and encourage students to be more

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proactive in the full business cycle.

Besides the function of the family as a place of refuge, as well as; a) A place to prepare children to behave in accordance with the values and norms or rules in the community where the family is located so that each child can socialize with others, b) A place where economic stability is available, so that household needs are met, c) Continuity of reproduction. Therefore, one of the functions of the family is a place to prepare children to behave. Families must shape the character of their children so that later they become disciplined human beings. Teaching children discipline, then commitment is the foundation. Educating children to learn commitment means instilling the seeds of responsible character in children. The family is the main planting of moral foundations for children, which is usually reflected in the attitudes and behavior of parents as role models for children to emulate (Hulukati, 2015).

From the results of this study, the direct influence of the family environment on entrepreneurship commitment was 0.554, with a significant level of $0.000 < 0.05$. It can be said that if the family environment can shape the character of his child into a disciplined human being (commitment is the foundation) then the child would have a strong responsible and persistent mentality to achieve the success they want to achieve. This research was in line with Walidaini and Agung (2017) entrepreneurship has a high entrepreneurial attitude based on the dimensions of thinking, endurance, risk view, and commitment. This attitude mostly came from education in families whose parents which work as entrepreneurs and supported their children to run a business. Meanwhile, limited school education supports in terms of adding insight and skills. Thus, McDowell, et.al (2019) which stated that "Alternatively, for those entrepreneurs with low resources, support is a resource that can reduce work-family conflict. This may involve getting to know other entrepreneurs and seeking advice on ways to balance these potentially opposing commitments (one's firm and one's family)". Reinforced by research by Alain et.al (2011) that "if the individual has been exposed early in life to the idea of venture creation (parents or entrepreneurial role models); if he or she has a social network and lives in an environment (family, friends, education) which is relevant and conducive to venture creation. If the individual has been exposed to the idea of creating a business from an early age (parents or entrepreneurial role models); if he has a social network and lives in an environment (family, friends, education) that is irrelevant and conducive to business creation.

Entrepreneurship education is an important factor in forming a positive entrepreneurial culture. Likewise, supporting a culture not only focuses on how to start a business, finance and management, but also on broader attitudes such as creativity, risk taking, etc. (Isabella, 2010). Entrepreneurship education is related to a set of educational and training programs that try to lead to entrepreneurial behavior or provide elements that influence one's intentions such as entrepreneurial knowledge, fostering entrepreneurial desire through holding entrepreneurial activities (Selcuk and Turker in Isabella, 2010). Based on the results of this study, the direct effect of entrepreneurship education on entrepreneurial intentions was 0.409, with a significant level of $0.000 < 0.05$. It can be said that entrepreneurship education played an important role in recognizing entrepreneurial attitudes that exist in students, because entrepreneurship education directed someone to behave entrepreneurially or provide entrepreneurial knowledge in order to grow one's intention to hold entrepreneurial activities. Entrepreneurship education and training possessed by an entrepreneur can influence the behavior and attitudes of future students to become entrepreneurs and develop entrepreneurship and good business, especially the younger generation through universities and colleges (Jones et al. 2010).

Wibowo and Pramudana (2016) stated that entrepreneurship education has a significant positive effect on entrepreneurial intentions. This means that the higher the entrepreneurship education of students, the higher the entrepreneurial intention of the Udayana University FEB Extension Program students. Reinforced by research by Rahmah (2017) that entrepreneurship education has a positive effect on entrepreneurial intention. In other words, entrepreneurship education has a very high impact on the entrepreneurial intention of students. This means that the higher the entrepreneurship education, the higher the entrepreneurial intention among students. therefore it is evident that entrepreneurship education is an antecedent of entrepreneurial intention.

According to Sarwoko (2011) students who have family or relatives who have entrepreneurial backgrounds have a higher level of entrepreneurial intention than students whose families or siblings are not entrepreneurial, so they can plan an entrepreneurial career in the future as a life choice. (Ardiyani & Kusuma, 2016). From the results of this study, the direct influence of the family environment on entrepreneurial intentions was 0.532, with a significant level of $0.000 < 0.05$. It can be said that if the family supports and entrepreneurial family background, can make the higher the intention to start a business. This research is in line with Lingappa et.al (2020) that stated if "Familial presence in entrepreneurship has always been an impactful factor as their opinion is highly regarded by individuals belonging to nations of collectivist culture. The family's presence in entrepreneurship has an advantage of knowledge due to prior exposure, which could improve the perception of self-efficacy". In other words, the family environment greatly influences entrepreneurial intentions because the presence of families in entrepreneurship has the advantage of knowledge due to previous exposure, which can increase perceptions of self-efficacy. Suratno, et.al (2020) stated that the family environment had a significant positive effect on entrepreneurial intentions. This is further strengthened by Hutasuhut's research (2018) which states that family factors have a positive and significant effect on entrepreneurial intentions. And in line with the research conducted by Fatimah, R.N (2020) there was a positive influence of the family environment on the entrepreneurial

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intentions of SMK students in Cimahi City.

Entrepreneurial commitment is the consistency of goals to be achieved by an entrepreneur by holding the principles of entrepreneurship. Several studies have found that entrepreneurship commitment can be influenced by how much entrepreneurial orientation a person has. This means that the greater the entrepreneurial orientation possessed by the entrepreneur, the higher the urge to commit to entrepreneurship. From the results of this study, the direct influence of entrepreneurship commitment on entrepreneurial intentions was 0.701 with a significant level of $0.000 < 0.05$. It can be said that the higher the commitment to entrepreneurship, the greater the encouragement of a person's intention to become an entrepreneur. This is supported by Choo and Wong (2006) that high entrepreneurial commitment is caused by achievement motivation and entrepreneurial intention. These two variables can be used as a basic approach to understanding who will become entrepreneurs and have an entrepreneurial commitment and have an achievement motive (McClelland, 1992) (in Sahabuddin, 2013). Adam et al (2015) stated that "It could increase the likelihood of rapidly initiating behaviors and become entrepreneurs as it prompts automatic actions, helps to fight anxiety, and maintains behaviors throughout the process. Support provided to nascent entrepreneurs could also be tailored depending on their commitment profiles, based on the way components vary throughout the process and affect its progress. Also, Gbadamosi and Nwosu (2011) articulated that entrepreneurial intention and job satisfaction are significant predictors of organizational commitment. Thus, the new entrepreneur must act automatically to encourage, help fight anxiety, and maintain behavior throughout the process. Support needs to be provided for new entrepreneurs to increase their commitment.

And this research is in line with the opinion of Choo and Wong, 2006) (in Sahabuddin, 2013) that high entrepreneurial commitment was caused by achievement motivation and entrepreneurial intention. These two variables can be used as a basic approach to understanding who will become entrepreneurs and have entrepreneurial commitments, and have achievement motives (McClelland, 1992). Meanwhile, the conditions and prerequisites for the growth of a business according to Harper (1995) and Gmacnabb and O'Neill (1999) are conditions related to achievement motivation and commitment. As stated by Susan (2009) that: to be a successful entrepreneur, one must have a strong commitment. Commitment was the key to being a successful entrepreneur. Having a full commitment to the business, the prospective entrepreneur must be ready with all his heart and soul in what he is doing and believe in the product or service produced, and be prepared to work for a long time.

This research is also in line with McGing's (2016) research that there was an effect of entrepreneurship education on student commitment to writing business plans as evidence of intention to pursue entrepreneurship and encourage students to be more proactive in the full business cycle. Reinforced by research by Rahmah (2017) that entrepreneurial education has a positive effect on entrepreneurial intention. In other words, entrepreneurial education has a very high impact on the entrepreneurial intention of students. This means that the higher the entrepreneurial education, the higher the entrepreneurial intention among students. In addition, it is evident that entrepreneurial education is an antecedent of entrepreneurial intention.

6. LIMITATIONS AND FURTHER RESEARCH

This study limits the use of samples, namely students who may not represent the total student population of UNJA as a whole. For further research, the representativeness of the sample should be increased. Future research needs to use a wider and more diverse sample in terms of age, education, ethnicity and socio-economic background. Researchers suggest to reveal deeper phenomena and dynamic relationships in revealing entrepreneurial intentions among students in starting entrepreneurship, more qualitative research is highly recommended, which includes longitudinal observations and intensive behavior-oriented interviews.

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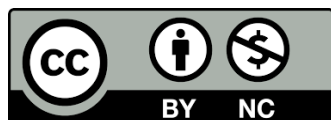
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