The Effect of Entrepreneurship Knowledge, E-Commerce, Family Environment and Achievement Motivation on Interest in Entrepreneurship of Economic Education Students, Universitas PGRI Sumatera Barat

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Abstract
This study was purposed to determine how the effect of entrepreneurship knowledge, e-commerce, family environment, and achievement motivation on the entrepreneurial interest of economic education students at Universitas PGRI Sumatera Barat. This research was conducted on students of economics education at Universitas PGRI Sumatera Barat with 100 students who have completed the Entrepreneurship Course with a random sampling technique. This type of research uses descriptive quantitative research. This research was conducted in February 2022. The data analysis technique used multiple linear regression analysis. The results of this study indicated that there was a positive and significant influence between entrepreneurial knowledge and interest in entrepreneurship. There was a positive and significant effect of e-commerce on entrepreneurial interest. In addition, there was a positive and significant influence between family environment and interest in entrepreneurship. There was a positive and significant influence between achievement motivation and entrepreneurial interest and simultaneously entrepreneurial knowledge of the use of e-commerce, family environment, and achievement motivation on student entrepreneurial interest.

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Key worlds*: entrepreneurial knowledge, e-commerce, family environment, achievement motivation, interest in entrepreneurship*

INTRODUCTION

Currently, in various countries in the world, including Indonesia, competition in the world of work is very tight, employment in the business and industrial world is decreasing, and the recruitment of civil servants is very limited and with a high level of competence. This causes a lot of unemployment, where unemployment comes from people with low education and people with high education.

In February 2021, the Central Statistics Agency (BPS) noted that the number of open unemployment in Indonesia reached 8,746,000 people, an increase of 26.3% over the previous period. The number of unemployed based on education is the highest Open Unemployment Rate (TPT) from SMK graduates at 13.55 percent, followed by high school graduates at 9.86%, Diploma graduates at 8.08%, University graduates at 7.35%, SMP graduates at 6.46%, and the lowest is elementary school graduates (SD) at 3.61%.

There is a significant comparison between the Open Unemployment Rate (TPT) of elementary school graduates, lower than that of Diploma and University graduates. This is an irony amid high expectations for undergraduate graduates to compete in work. It is university graduates who contribute the most to the unemployment rate compared to other levels of education. Whereas a high level of education is expected to increase the opportunity to get a job (Suhendra & Wicaksono, 2020). Arta and Sudibia (2018) research show that the cause is the lack of harmony between educational planning and existing employment opportunities.

This is undoubtedly a big problem for the government. Seeing the fact that thcurrentng job opportunities do not allow all university graduates in Indonesia to accept, and the high number of unemployed will undoubtedly have an impact on the welfare and social conditions of the community. Given these conditions, all parties must work together to reduce the unemployment rate in Indonesia that the world of education plays a vital role in efforts to improve quality Indonesian human resources must be able to play an active role in preparing educated human resources who can face various challenges of life, who not only master the theory but are also able to apply it in social life and who are creative who can create jobs for themselves and others.

College graduates should start choosing entrepreneurship as a career choice (Atmaja & Margunani, 2016). In today's digital era, entrepreneurship does not need to meet directly with customers but can be done online through E-Commerce. Based on the Central Statistics Agency, most E-Commerce business owners in 2020 are SMA/equivalent and below at 62.69%, followed by Bachelor/equivalent equal 26.76%. The low interest in entrepreneurship among university graduates should be the main primary for the campus, especially for lecturers in entrepreneurship courses. In universities, especially at this time, the development of information technology is beneficial and makes it easier to start entrepreneurship.

However, even though ECommerce makes buying and selling transactions more accessible, students are still not interested in using it. The British Merchant Machine research institute published a list of the ten faster fastest-growing mercy countries in the world. Indonesia leads these countries with a growth rate of 78% in 2018. The number of internet users in Indonesia, which exceeds 100 million, is one of the drivers of E-Commerce growth (Widowati, 2019). Being a country with the fastest-growing E-Commerce is an excellent opportunity for students to take advantage for entrepreneurship. However, it is still difficult for young people to take advantage of developments and opportunities in today's digital world because most have not considered becoming entrepreneurs after completing college (Nugraha & Wahyuhastuti, 2017).

In addition, the low interest in entrepreneurship of students is also influenced by many factors, both internal and external factors, including family environmental factors, students who are in a family environment and who have a livelihood as entrepreneurs generally will also be interested in entrepreneurship.

The internal factor that is thought to influence the students' low interest in entrepreneurship is their low achievement motivation of the students. Many studies have revealed that the common interest in entrepreneurship is the most significant factor due to the low achievement motivation of these students. The urge to always have high achievements must exist in someone who wants to be a successful entrepreneur because, with high achievement motivation, they can form the mentality that exists in them always to be

superior and do everything beyond existing standards. The indicator of students having high achievement motivation can be seen in students' persistence to learn to achieve the highest score.

METHOD

Types of research

This research uses an associative descriptive research approach . The data obtained in this study were obtained using observation, interviews, and distributing questionnaires or questionnaires to students in Economics Education who have completed and passed the Entrepreneurship course.

Research Time and Place

This research was conducted in February 2022. It was conducted at the Economic Education Study Program, Universitas PGRI Sumatera Barat.

Target/Research Subject

The target/subject of this research are students of the Economics Education Study Program, Universitas PGRI Sumatera Barat, who are tired of completing the Entrepreneurship course. The sampling technique in this study is Probability Random Sampling. The samples collected randomly in this study were 100 students involved in the study.

Procedure

This research procedure starts from collecting data in the field by first making a questionnaire containing statements that will later be distributed to students, then filling out the questionnaire. After the data is obtained in the area, the data is calculated one by one, then look for the TCR (Total Achievement Respondent) value of each variable X and variable Y. After that, the analysis test is carried out for normality test, linearity test, multiple linear regression

analysis, Simultaneous significance test (F test), significant partial test (t-test), and coefficient of determination. Data processing can be done using the SPSS 22 program.

RESULT AND DISCUSSION

From the pre-determined sampling criteria, the number of samples in this study was 100 respondents/students from the data obtained in the field. The results of the analysis of the characteristics of respondents based on gender the number of respondents was dominated by women, namely 75%, and men by 25%. 85% of those already know about e-commerce, and 15% don't know about e-commerce. Based on the occupation of the respondent's parents, only 30% work as entrepreneurs, while the others work as farmers, fishers, laborers, private employees, and civil servants.

Multiple Linear Regression Analysis

Multiple linear regression analysis was used to determine two or more independent variables with one dependent variable (Purnomo, 2016). The following is the result of the calculation of multiple linear regression on the variables of entrepreneurial knowledge, use of e-commerce, family environment, and achievement motivation on the entrepreneurial interest of students in the economic education study program at Universitas PGRI Sumatera Barat.

The data is processed with SPSS software. Hypothesis testing uses a regression analysis model of the independent variable on the dependent variable. The regression equation, namely:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4$$

And the results of data processing using SPSS, the results are as follows:

Tabel.1 Uji Analisis Regresi Linier Berganda

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-15.689	6.829		-2.297	.024
	Pengetahuan Kewirausahaan	.592	.103	.410	5.766	.000
	Pemanfaatan E commerce	.208	.052	.287	3.981	.000
	Lingkungan Keluarga	.455	.116	.269	3.929	.000
	Motivasi Berprestas	.473	.124	.291	3.815	.000

a. Dependent Variable: Minat Berwirausaha

Source : Hasil Olahan Data 2022

Based on the table above, it can be formulated multiple linear regression equation model as follows:

$$\hat{Y} = -15.689 + 0.92X1 + 0.208\ X2 + 0.455\ X3 + 0.473\ X4$$

From the multiple linear regression equation models above, it can be seen that:

1). The constant value is -15.689, meaning that without the influence of the independent variable, the value of the dependent variable is only -15.689 units. This means that if the independent variable is zero (Entrepreneurial Education, Utilization of e-commerce, Family Environment, and Achievement Motivation), then the value of the Entrepreneurial Interest variable is only -15.689.

2). The regression coefficient value of the Entrepreneurial Knowledge variable (X1) is 0.592, which is positive. This means that there is a positive influence of Entrepreneurship Education on the decision of Interest in Entrepreneurship; if the value of the Entrepreneurial Education variable increases by one unit, Interest in Entrepreneurship will increase by 0.592 per unit with the assumption that other variables do not change.

3). The regression coefficient value of the E-commerce Utilization variable (X2) is 0.208, which is positive. This means that there is a positive effect of E-commerce Utilization on Entrepreneurial Interest; if the value of the E-commerce Utilization variable increases by one unit, Entrepreneurial Interest will increase by 0.208 per unit, assuming other variables do not change.

4). The regression coefficient value of the Family Environment variable (X3) is 0.455, which is positive. This means that there is a positive influence of the Family Environment on Interest in Entrepreneurship; if the value of the Family Environment variable increases by one unit, Interest in Entrepreneurship will increase by 0.455 per unit, assuming other variables do not change.

5). The regression coefficient value of the Achievement Motivation variable (X4) is 0.473, positive. This means that there is a positive influence of Achievement Motivation on Entrepreneurial Interest; if the value of the Achievement Motivation variable increases by one unit, Entrepreneurial Interest will increase by 0.473 per unit.

Partial significance test (t-test)

The t-test is a test of the significance of the individual parameters. The statistical value of t shows how far the influence of the independent variable is individually on the dependent variable (Purwanto & Sulistyastuti, 2018). This test can be done with criteria. If the value of t arithmetic > t table or significant number < 0.05, the independent variable has a significant effect on the dependent variable. From the data in table 1, the t value for the Entrepreneurial Knowledge variable is 5.766, with a table of 1.66, so that t count > t table, which means that entrepreneurial knowledge has a positive and significant effect on student entrepreneurship interest.

Meanwhile, the e-commerce variable has at-count value of 3.981 with t-table 1.66, which means t-count > t-table, which means that e-commerce has a positive and significant

effect on entrepreneurial interest. For the achievement motivation variable, the t count is 3.815 with t table 1.66, which means t count > t table, which means that achievement motivation has a positive and significant effect on entrepreneurial interest.

For the family environment variable, the t-count value is 3.929, which is greater than the t-table 1.66, which means that the family environment has a positive and significant effect on entrepreneurial interes. The achievement motivation variable has a t-count value of 3.813, which is also greater than t-count 1.66, so that the achievement motivation variable has a positive and significant effect on the interest in entrepreneurship.

Tabel 2.

Simultaneous significance test (F test)

ANOVA^b

Model	Sum of Squares	Df	Mean Square		Sig.
1 Regression	2563.938	4	640.984	37.232	.000^a
Residual	1497.802	96	17.216		
Total	4061.739	100			

a. Predictors: (Constant), Kewirausahaan, e commerce, Lingkungan keluarga, Motivasi Berprestasi

b. Dependent Variable: Entrepreneurial Interest

The table above shows that the value of F_{count} 37.232 > F_{table} 2.47 and a significant value of 0.000 < 0.05. This means that H_0 is rejected and H_a is accepted. Thus, it can be said that Knowledge of Entrepreneurship, E-commerce, Family Environment and Achievement Motivation on Entrepreneurial Interest of Economic Education Study Program students, Universitas PGRI Sumatera Barat, simultaneously has a positive and significant effect on students' entrepreneurial interest.

Discussion

From the results of data analysis with regression obtained the equation is $\hat{Y}$ = -15.689 + 0.592X$_1$ + 0.208 X$_2$ + 0.455 X$_3$ + 0.473 X$_4$., And while the results of the hypothesis test show that there is an effect of entrepreneurship education, the use of e-commerce, the family environment and motivation for achievement on the interest in entrepreneurship. Based on the results of the description of the students of the Economic Education Study Program, including having an interest in entrepreneurship in the good category. This should be able to become the main driving force for students to be able to become entrepreneurs even before they graduate, students have started pioneering businesses, by utilizing technology and the development of the use of e-commerce. The results of this study indicate a positive and significant influence on the interest in entrepreneurship. While the results of this study are in line with the research of Sari and Rahayu (2020) that the positive and significant influence between the family environment, education, entrepreneurship, and the use of e-commerce with an interest in entrepreneurship, either partially or simultaneously. A good supportive family environment, better (good) entrepreneurship education, and the increasingly widespread use of e-commerce and high achievement motivation will encourage greater interest in entrepreneurship in students.

CONCLUSIONS

Based on the results of the research obtained by the researchers, it can be concluded that there is a positive and significant influence between entrepreneurial knowledge, the use of e-commerce, the family environment and achievement motivation on the entrepreneurial interest of students in the Economics education study program at Universitas PGRI Sumatera Barat, either individually or partially or partially. simultaneously or simultaneously.

To further improve the knowledge, understanding and abilities of students in the

field of e-commerce, because it is proven that e-commerce has a strong enough influence on student entrepreneurship interest. Entrepreneurship education must prioritize direct practice, not just theory in the classroom, because direct practice can lead to or foster student interest in entrepreneurship.

Future researchers can develop other variables, because the coefficient of determination in this study is relatively low, meaning that there are other variables that are actually more influential but are not discussed in this research model.

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