The Influence of Participation, Motivation and Family Environment on Increasing the Spirit of Entrepreneurship

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Article Info	Abstract
	This research is a descriptive research with a quantitative approach. The purpose of this study was to determine the effect of partisipation, motivation and family environment partially on increasing the entrepreneurial spirit of students at the Faculty of Economics and Business, University of Muhammadiyah Makassar. Data were analyzed use multiple linear regression and analysis using the SPSS version 23. Population are students of the Faculty of Economics and Business, University of Muhammadiyah Makassar. The samples obtained amounted to 213 using probability sampling techniques. Test the validity of the data using validity and reliability tests. Data were analyzed using the classical assumption test, t test and the coefficient of determination. The research results obtained: 1. Participation has a positive but not significant effect on increasing student entrepreneurial spirit; 2. Motivation has a positive and significant effect on increasing student entrepreneurial spirit; and 3. The family environment has a positive and significant effect on increasing the entrepreneurial spirit of students.

Introduction

Universities in Indonesia must be accompanied by the ability of universities to produce quality graduates, but referring to data (BPS, 2022), the number of open unemployed has reached 5.8% or 8.4 million people, this indicates that the number of workers is greater than the number of jobs. available is usually called excess supply. One way to overcome this phenomenon is that universities must change to adapt to the current changes. Increasing the quality of graduates is an absolute thing to do and equip graduates with entrepreneurship skills which are useful for them to be able to create jobs and not just become job seekers but job makers.

This condition is also experienced by graduate students from the Faculty of Economics, Muhammadiyah University of Makassar, who of course experience difficulties in accessing employment opportunities, from year to year, resulting in an increase in job seekers, in reality there are not enough job opportunities to accommodate all job seekers. The next problem is that alumni find it difficult to compete with state campuses, there is a stigma among alumni users who view PTN graduate diplomas as being more qualified and competent than PTS graduates, including graduates from the Faculty of Economics and Business, Muhammadiyah University of Makassar. Therefore, to answer these challenges, universities must adapt to the changes that occur. College graduates are required not only to be able to work in companies and other agencies, but also to have an entrepreneurial spirit to create new jobs by taking advantage of the opportunities that arise from the Industrial Revolution 4.0.

This also cannot be separated from the educational process that students undergo while at college. Optimal learning must of course be adapted to the needs of students and will of course affect the quality of students later. According to (Rahayu et al., 2022) learning can be optimal if learners, in this case students, experience and face the challenges of scientific problems,

think, get used to thinking, take actions related to efforts to solve problems so that this process is required to be more adaptable to changes in the environment. exists at the moment. According to (Arvianto & Ardhana, 2020) the learning process is not optimal due to 2 (two) things, namely: (a) the informative learning process, which has not been directed towards an active process for learners to build their own knowledge; (b) the learning process is learner-centred, not yet directed towards learner-centred learning. Learning management includes productivity, democratization, cooperation, effectiveness and efficiency, as well as directing the vision, mission and goals set, especially in the field of entrepreneurship which is a current problem.

One of the factors that influences learning outcomes is participation. Participation means student participation in an activity which is demonstrated by their physical and psychological behavior. Optimal learning will occur if students participate responsibly in the learning process. Student activity is shown by their participation. This activity can be seen from several behaviors, for example listening, discussing, making something, writing reports, and so on. Student participation is needed in setting goals and in learning and teaching activities (Hasibuan & Moedjiono, 2006). Participation is needed in the learning process, because in principle learning is doing to change behavior, so carrying out activities means students must be active in participating in the learning process. There is no learning if there is no activity, which is why activity is a very important principle or principle in the learning process.

The next factor that influences learning is motivation. These factors are what motivate someone to do something. According to (Rasool & Winke, 2019) attitude is part of a person's initial motivation in learning, because a person's attitude towards the goal and its speaker can influence the intention in learning to achieve the goal, and also the actions that lead to how to maintain the process. With strong motivation, a person can achieve what they want and not easily give up due to the obstacles they face in the learning process.

Lastly is the family environmental factor, which also contributes to the influence of students' interest in becoming an entrepreneur in the future. Someone who comes from an entrepreneurial family usually passes on the habit to their children to become entrepreneurs too. According to (Anggraeni et al., 2020), the environment is everything that is inside or outside the individual, whether physiological, psychological or socio-cultural, which has a certain influence on the individual. The family environment is the most important and first environment for a child, where the child spends most of his time at home with other family members (Evaliana, 2015), the family environment is the environment that most determines whether students can be successful or not in receiving learning (Ribkhana, 2015). 2020).

Researchers conducted research entitled the influence of participation, motivation and family environment on the entrepreneurial spirit of students at the Faculty of Economics and Business, Muhammadiyah University of Makassar. Formulation of the problem in this research: (1) Does participation affect students' entrepreneurial spirit? (2) motivational participation affects students' entrepreneurial spirit and (3) the family environment influences students' entrepreneurial spirit. Hypotheses are prepared as temporary answers to research problems until proven by data collected during the research process. Based on the problem formulation, the hypothesis in this research is determined as follows:

H1: It is suspected that participation has a positive and significant influence on increasing the entrepreneurial spirit of students.

H2: It is suspected that motivation has a positive and significant influence on increasing the entrepreneurial spirit in students.

H3: It is suspected that the family environment has a positive and significant influence on increasing the entrepreneurial spirit in students.

Methods

This research is descriptive research with a quantitative approach. Quantitative research can be interpreted as a research method based on the philosophy of positivism used to research certain populations or samples (Sugiono, 2017). This research analyzes the influence of participation, motivation and family environment on the entrepreneurial spirit of students at the Faculty of Economics and Business, Muhammadiyah University of Makassar, which is quantified using a Likert scale so that the data collected is quantitative data. The research object was carried out at the Muhammadiyah University of Makassar Jalan Sultan Alauddin No. 256 Kota, Gunung Sari Village, Rappocini District, Makassar City. The time for carrying out this research was from March 2023-April 2023. The sampling technique used non-probability sampling, where not all members of the population had the same opportunity to be studied using a purposive sampling approach and followed by an accidental sampling approach. The number of samples obtained was 213 students. The types or methods of data collection in this research are primary data obtained directly from research samples through filling out questionnaires and secondary data obtained from literature studies and previous research. Data analysis uses a simple regression method and is processed with the help of the SPSS version 23 application.
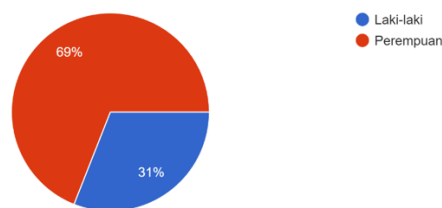
Results and Discussion

Figure 1. Gender of Respondent

Source: Processed primary data, 2023

Based on the figure above, the 213 respondents are mostly men as many as 147 or 69% and women as many as 66 respondents or 31%, all of which are a combination of students from the class of 2019, 2020 and 2021 who have and are taking entrepreneurship courses at the Faculty of Economics and Business, University of Muhammadiyah Makassar.
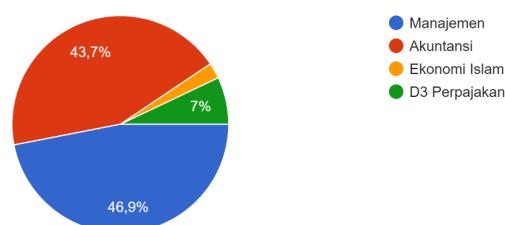

Figure 2. Respondent Study Program

Source: Processed Primary Data, 2023

Based on the figure above, the majority of respondents totaled 213 from the management study program, namely 100 respondents or 46.9%, followed by students from the Accounting study

program by 93 respondents or 43.7%, followed by D3 Taxation by 15 respondents or 7% and the rest came from the Islamic Economics study program as many as 5 students or 2.3%.
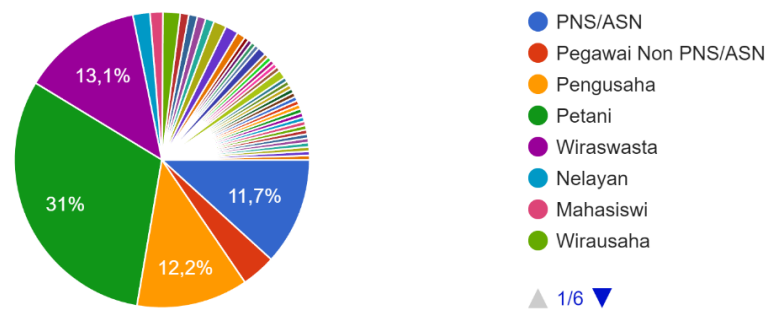

Figure 3. Occupation Respondent's Parents

Source: Processed primary data, 2023

Based on the graph presented above, it can be illustrated that the majority of jobs of parents of students or respondents who filled out the questionnaire came from the agricultural sector as much as 31% or 66 respondents. Furthermore, from the non-government or private sector as much as 13.1% or 28 respondents. The next sector is the entrepreneur / trader which is the topic of this research by 12.2% or 26 respondents. The government sector or civil servent as ASN / PNS and Non ASN / PNS holds a portion of 15.5% or 33 respondents and finally other sectors.

Table 2. Variable validity test results

Variable	r-table	*Correct Item-Total Correlation*
X1.1	0.133	0.779
X1.2	0.133	0.748
X1.3	0.133	0.830
X1.4	0.133	0.778
X1.5	0.133	0.783
X2.1	0.133	0.737
X2.2	0.133	0.844
X2.3	0.133	0.861
X2.4	0.133	0.864
X2.5	0.133	0.819
X2.6	0.133	0.859
X2.7	0.133	0.817
X3.1	0.133	0.766
X3.2	0.133	0.750
X3.3	0.133	0.812
X3.4	0.133	0.821
Y1.1	0.133	0.773
Y1.2	0.133	0.837
Y1.3	0.133	0.850
Y1.4	0.133	0.743
Y1.5	0.133	0.851
Y1.6	0.133	0.827
Y1.7	0.133	0.808

Y1.8	0.133	0.844
Y1.9	0.133	0.777
Y1.10	0.133	0.823

Based on the results of the validity test with a sample of 213 respondents and using a significance degree of 0.05, an r table of 0.133 was obtained compared to r calculated at the *corrected item-total correlation* value. The results of the validation test show that all 22 items have a calculated r value > r table so that it can be said that all statement items on the questionnaire are valid.

Table 3. Reliability test results

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.926	.932	22

Based on the results of the reliability test with a sample of 213 respondents, *Cronbach's alpha value* was obtained at 0.926 with a total of 22 question items. The questionnaire can be said to be reliable if it has a *Cronbach's alpha number* of more than 0.60 (0.926 > 0.60) so that it can be said that all items of statements are reliable with the meaning that respondents' answers are consistent or stable over time (Sugiyono, 2017).
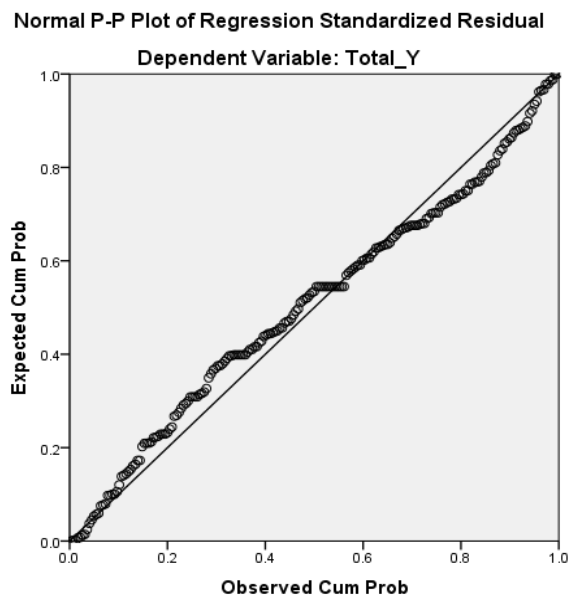

Figure 4. Normality Test Results

Based on the results of the Normality test in the figure above, it shows that the distribution of data follows and is around the diagonal line with a sample of 213 respondents so that it can be said that the data is normally distributed.

Based on the decision guidelines based on the value of *Variance Inflation Factor* (VIF), if the value of VIF > 10.00, it can be said that multicolliniality occurs in the regression model. In the table above, the VIF value of all three independent variables (<10.00) can be said that the regression model does not occur multicolleniarity.

Table 4. Multicollionality t Test Results

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	4.644	1.531		3.032	.003		
	Participatory	.122	.098	.061	1.237	.217	.665	1.503
	Motivation	.828	.076	.590	10.904	.000	.546	1.832
	Environment	.585	.103	.277	5.691	.000	.673	1.486

Source: Processed primary data, 2023

Table 5. Heterokedasticity test results

Correlations			Unstandardized Residual	Total_X1	Total_X2	Total_X3
Spearman's rho	Unstandardized Residual	Correlation Coefficient	1.000	.130	.061	-.088
		Sig. (2-tailed)	.	.059	.377	.199
		N	213	213	213	213
	Total_X1	Correlation Coefficient	.130	1.000	.555**	.398**
		Sig. (2-tailed)	**.059**	.	.000	.000
		N	213	213	213	213
	Total_X2	Correlation Coefficient	.061	.555**	1.000	.459**
		Sig. (2-tailed)	**.377**	.000	.	.000
		N	213	213	213	213
	Total_X3	Correlation Coefficient	-.088	.398**	.459**	1.000
		Sig. (2-tailed)	**.199**	.000	.000	.
		N	213	213	213	213

Source: Processed Primary Data, 2023

The heterokedasticity test aims to assess whether there is an inequality of variance from the residual for all observations in the linear regression model. This test uses *spearman's rho* with significance value criteria (>0.05). Based on the table of heterokedasticity test results, values of 0.059, 0.377 and 0.199 were obtained, all of which had a value of >0.050 so that it can be said that there are no symptoms of heterokedasticity in the regression model obtained.

Table 6. T-test results

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.644	1.531		3.032	.003
	Total_X1	.122	.098	.061	1.237	.217
	Total_X2	.828	.076	.590	10.904	.000
	Total_X3	.585	.103	.277	5.691	.000

Source: Processed primary data, 2023

Based on table 6 above, we get the multiple linear regression equation as follows:

Y = 4.644 + 0.122 X1 + 0.828 X2 + 0.585 X3

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The value of the regression coefficient of each variable has a different value and the motivation variable has the most dominant value among other variables in influencing the entrepreneurial spirit of students. Furthermore, the calculated value of the variables participation, motivation and family environment is positive and significant except for the participation variable (X1) which has a value of 0.217 (>0.05)

Table 7. Results of the Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	**.816**[a]	**.666**	.661	3.40601
a. Predictors: (Constant), Family Environment, Participative, Motivational				

Source: Processed primary data, 2023

The results of the summary model table above show an R correlation value of 0.816, which means that the correlation in this research is that the influence of participation, motivation and family environment on increasing students' entrepreneurial spirit is in the very strong category (0.80-1.00). The R square value was obtained at 0.666 or 66.6%, which means that the research model with participation, motivation and family environment variables can describe its influence on increasing students' entrepreneurial spirit, while the remaining 33.4% is influenced by other factors not discussed in this research.

The Influence of Participation on increasing the spirit of Entrepreneurship

Hypothesis 1 shows that the t-count value is positive but not significant in increasing students' entrepreneurial spirit. This shows that participation still plays a role in the learning process for entrepreneurship courses, but its influence is not too big in improving students' entrepreneurial spirit. The indicators used in the participation variable include visual, oral and listening, writing, practical and emotional activities. Based on the results of research from a practical or practical perspective, the learning process for entrepreneurship courses has not been maximized and it can be said that it is still at the text book level and has not been accompanied by direct practice such as business proposal output, product or service prototypes or even extensive expos, so innovation is needed in the learning process. entrepreneurship to be more interesting and innovative so that students take more roles or participate in lecture activities to the fullest and get provisions for the future if they want to become entrepreneurs in the future. The results of this research are also in line with research conducted by (Safrida et al., 2017). Active participation is demonstrated by speaking or providing opinions, answering and asking questions to the lecturer or providing comments in class discussions. The student participation based on participation indicators is presented as follows: 1) Doing something to understand the subject matter with full confidence, 2) Studying, experiencing and discovering their own knowledge, 3) Studying and group discussions, 4) Trying certain concepts themselves and 5) Communicate the results of thoughts and findings orally or research.

The Influence of Motivation on Improving the Spirit of *Entrepreneurship*

Hypothesis 2 obtained a positive and significant t-value, so it can be said that motivation has a positive and significant effect on increasing students' entrepreneurial spirit. This shows that motivation also shows the most dominant influence among other independent variables such as participation and family environment based on the largest variable coefficient value. Indicators used to measure motivation include need of achievement, risk taker, tolerance to uncertainty, trust, independence, agility and creativity. Based on the research results, it was found that the indicator that has a high value is risk taker or the courage to take risks for what

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one is going to do and this is one of the important factors in starting a business, where the courage to take opportunities that exist in the environment takes into account the risks that may occur. This is supported by research conducted by (Rini Ardista, 2018) where student motivation in entrepreneurship is due to the profit factors obtained, independence and self-development. In line with this, research (Safitri, 2013) found that 1) 68.6% of students at private universities in the city of Palembang had strong motivation for entrepreneurship. 2) From the Chi Square test, we get differences in student motivation depending on faculty selection. Second, there are different motivations depending on their occupation of students' parents. Third, there is no difference in student motivation depending on whether or not they have attended an entrepreneurship course. Further supporting research was conducted by (Meliani & Panduwinata, 2022) who stated that entrepreneurial motivation is also acceptable and there is a positive influence on Y, namely the green entrepreneurial spirit with indicators. Indicators of entrepreneurial motivation are 1) The desire to succeed, 2) Entrepreneurial motivation and needs, 3) Hope and desire for the future, 4) Reward in entrepreneurship and 5) Interesting desire for entrepreneurship.

The influence of the family environment on increasing the spirit of entrepreneurship

Hypothesis 3 obtained a positive and significant t-value so it can be said that the family environment has a positive and significant influence on increasing students' entrepreneurial spirit. This shows that the family background, in this case, the work carried out by the respondent's parents, also has an influence on the respondent's preferences in cultivating an entrepreneurial spirit. The indicators chosen include parents' education methods, relationships between family members, the atmosphere and economic situation of the family. The majority of respondents come from families who work as farmers or in the agricultural sector, which also influences the respondents' answers, plus one of the strong reasons for respondents to become entrepreneurs is economic reasons and family participation from parents' upbringing patterns and their profession as entrepreneurs will of course be passed on to their children. so it is not uncommon for them to follow in their parents' footsteps. The results of this research are supported by (Purnamasari, 2018) who states that the family environment has a positive influence on interest in entrepreneurship. This means that if the environment influences or supports entrepreneurship, then interest in entrepreneurship will be greater. Other supporting research conducted by (Ardiyani & Kusuma, 2016) shows that the higher the influence of a student's family environment, the greater the student's interest in entrepreneurship.

Conclusion

The conclusions from the research results and discussion are as follows: 1. Participation has a positive but not significant effect on increasing the entrepreneurial spirit of students at the Faculty of Economics and Business, Muhammadiyah University of Makassar; 2. Motivation has a positive and significant effect on increasing the entrepreneurial spirit of students at the Faculty of Economics and Business, Muhammadiyah University of Makassar; 3. The family environment has a positive and significant influence on increasing the entrepreneurial spirit of students at the Faculty of Economics and Business, Muhammadiyah University of Makassar. It is recommended: 1. For teachers of entrepreneurship courses to apply learning methods that are more innovative and enjoyable for students specifically in output aspects such as producing business proposals, prototypes and even expos which can be carried out at faculty and even university levels; 2. Entrepreneurial capital is of course not just motivation but must be accompanied by strong managerial skills and of course a strong character and adaptability to changes that occur. 3. It is recommended for further research to take a sample of respondents who have completed college so as to get an idea of whether they will continue to choose the entrepreneurial path or another career path.

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