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THE INFLUENCE OF ENTREPRENEURIAL EDUCATION AND FAMILY BACKGROUND ON ENTREPRENEURIAL INTENTION THAT IS MODERATED BY GENDER

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ABSTRACT

The purpose of this research is to determine the impact of entrepreneurship education and family background on entrepreneurial intentions in UNTAR students with gender as moderation. The technique of taking elements in this research uses non-probability sampling with a convenience sampling approach. Elements in this research are students who are currently pursuing an undergraduate degree at UNTAR with a total of 200 people. Data were calculated using the PLS-SEM approach. The results of this research explain that entrepreneurship education and family background have an increasing and significant impact on the intention to become an entrepreneur in UNTAR students. Gender positively moderates entrepreneurship education and family background on the intention to become an entrepreneur in UNTAR students.

Keywords: *Education, Family, Intention, Gender*.

1. INTRODUCTION

Research Background

Unemployment is a workforce issue experienced by every country in the world. Unemployment is one of the factors that can hinder the economic growth of a nation. High unemployment rate has a negative impact that may lead to social problems such as criminal acts. Unemployment is a condition where a person who has been classified as a labor force, is actively looking for a job at a certain income level but unable to become employed (Sugianto & Permadhy, 2020). Someone with no income certainly has no purchasing power and experiences a decreased quality of life.

One of the factors that cause the gap between the number of available jobs and the existing workforce is the mindset that is instilled since childhood. Generally, a student is told to go to a good school, to continue their education up to college level, and to begin working after graduation. The mindset of a fresh graduate is to work for other people's companies, which if happens continuously, job opportunities will continue to shrink.

Based on data obtained from the Central Statistics Agency, the number of unemployed in Indonesia hit 8.75 million people in February 2021. This number increased by 26.26% when compared to the same period last year of 6.93 million people (BPS, 2021).

One way to reduce the unemployment rate is to create jobs. Entrepreneurship is a risk-taking activity meant to create something new based on innovation, which can create added value for many people. Entrepreneurial activities cover a wide range of management such as operations, finance, marketing, and human resources. One of many indicators used to measure how advanced a country's life and development is the number of entrepreneurs (Akmal et al., 2020). Entrepreneurship helps the government to reduce unemployment by increasing the

availability of jobs. Entrepreneurs have a very big role in the economy. When someone does entrepreneurial activity, not only do they improve their own economy but also other people, because entrepreneurs create jobs that can reduce unemployment. The scope of entrepreneurship usually consists of those who are of productive age, such as university students.

Research Questions

Based on the identification of the problem, the research questions in this study are:
a. Do entrepreneurship education influence entrepreneurial intentions of students of Universitas Tarumanagara?
b. Is there an influence of family background on the entrepreneurial intentions of students of Universitas Tarumanagara?
c. Does gender moderate entrepreneurship education towards entrepreneurial intentions?
d. Does gender moderate family background on entrepreneurial intentions?

This research is a descriptive research design because there are no manipulated variables. In descriptive research, there is a cross-sectional design. The population in the study were semester 4, 6, and 8 students of the Faculty of Economics and Business (FEB) and Communication Studies who had received entrepreneurship lessons at Universitas Tarumanagara. The sampling method used is non-probability sampling with convenience sampling technique which is done by obtaining the necessary information through a questionnaire from students of the Faculty of Economics and Business and students of the Faculty of Communication Sciences who agreed to participate. Data were obtained from questionnaires using google Forms which generated as many as 200 responses.

Validity And Reliability

Validity is the extent of the accuracy of a measuring instrument in carrying out its size function (Azwar, 1986). Validity analysis was conducted to measure whether each indicator used to measure the variables was said to be valid. Validity analysis consists of 2 parts, namely convergent validity, and discriminant validity. A reliability test is a series of measurements and measuring instruments that have consistency if the measurements made with the measuring instrument are carried out repeatedly. A reliability test is conducted to find out to what extent the measurement results can produce consistent results in different situations. The basis for making reliability decisions in this study uses a composite reliability approach and Cronbach's alpha. The rule of thumb in the composite reliability and Cronbach's alpha approach is that the value must be greater than 0.70, even though 0.60 is still acceptable (Hair et al., 2009).

2. RESULT

Validity Analysis Results

Convergent validity is the level of correlation between different measurement instruments used to measure the same construct (McDaniel and Gates, 2013). In convergent validity (convergent validity), a variable is considered valid if the average variance extracted (AVE) value exceeds 0.50 (> 0.50). Then, an indicator used to measure variables is considered valid if the outer loadings value on each indicator exceeds 0.5-0.6 (Ghozali and Latan, 2015).

Table 1. Loading Factor Value (Convergent Validity) - Analysis Result

Variable / Indicator	Gender	Family Background	Family Background Moderation	Entrepreneurship Education Moderation	Entrepreneurial Intention	Entrepreneurship Education
E11					0.821	
E12					0.859	
E13					0.828	
E14					0.735	
E15					0.543	
EE1						0.671
EE2						0.804
EE3						0.676
EE4						0.730
EE5						0.671
FB3		0.719				
FB4		0.794				
FB5		0.683				
FB6		0.826				
FB7		0.501				
G1	0.552					
G2	0.878					
G3	0.827					
G4	0.668					
Family Background * Gender			0.847			
Entrepreneurship Education * Gender				1.016		

Source: *SmartPLS* 3.3.3 Data Processing Result

Indicators can be removed from the research model if their loading factor is below 0.4 while a good indicator shows a loading factor value above 0.7 (Henseler, et al., 2009). Table 3.6 shows that all loading factor values are above 0.4 and the majority of indicators are above 0.7. This shows that the indicators of each variable have met the convergent validity criteria as measured by the loading factor value.

Table 2. Fornell-Larcker Analysis Result (Convergent Validity)

Variables	Gender	Family Background	Family Background Moderation	Entrepreneurship Education Moderation	Entrepreneurial Intention	Entrepreneurship Education
Gender	0.743					
Family Background	0.105	0.714				
Family Background Moderation	0.065	0.083	1.000			

Entrepreneurship Education Moderation	0.098	-0.004	0.199	1.000		
Entrepreneurial Intention	0.229	0.334	0.255	0.250	0.766	
Entrepreneurship Education	0.045	0.100	-0.005	0.004	0.180	0.712

Source: *SmartPLS* 3.3.3 Data Processing Result

Reliability Analysis Result

Reliability testing is done by looking at the value of Cronbach's alpha and composite reliability of the variables in the study. The following is Table 3 which is the result of the reliability analysis.

Table 3. Reliability Testing Result

Variable	Cronbach's Alpha	Composite Reliability
Gender	0.728	0.827
Family Background	0.762	0.835
Family Background Moderation	1.000	1.000
Entrepreneurship Education Moderation	1.000	1.000
Entrepreneurial Intention	0.832	0.874
Entrepreneurship Education	0.769	0.837

Source: *SmartPLS* 3.3.3 Data Processing Result

Table 3 shows that the value of Cronbach's alpha and composite reliability of all variables is above 0.6. The conclusion from the results of these values is that the variables used in this study are reliable.

R-Square Test Result

Table 4. R-*Square* Value

Variable	R-Square	R-Square Adjusted
Entrepreneurial Intention	0.255	0.236

Source: *SmartPLS* 3.3.3 Data Processing Result

Based on the results of the R Square test above, it can be seen that the R Square value for the entrepreneurial intention variable is 0.255, which means that 25.5% of the entrepreneurial intention variable is explained by the variables in this study, namely entrepreneurial education, family background, and gender, whereas the remaining 74.5% (= 100% - 25.5%) is explained by other variables outside of this study. The R-Square value is considered weak (Hair et al., 2014).

Q-*Square* Test Result

Table 5. Q-*Square* Value

Variable	Q-Square
Entrepreneurial Intention	0.128

Source: *SmartPLS* 3.3.3 Data Processing Result

Based on the results of the measurement of Q^2 presented in Table 5 above, the value of Q Square obtained is 0.128. This indicates that the variables studied in this study can predict the research model well.

Effect Size Test Result

Table 6. Effect Size Value

Variable	Entrepreneurial Intention
Gender	0.034
Family Background	0.109
Family Background Moderation	0.042
Entrepreneurship Education Moderation	0.051
Entrepreneurial Intention	0.027

Source: *SmartPLS* 3.3.3 Data Processing Result

Based on the results of testing the effect size in Table 6 above, it can be concluded that the effect of entrepreneurial education on entrepreneurial intentions is at 0.027 meaning that it has a minor effect. The effect of family background variable on entrepreneurial intentions is at 0.109 meaning that it has a medium effect. The gender variable moderating the effect of entrepreneurial education on entrepreneurial intentions is valued at 0.051 meaning that it has a small effect. The gender variable moderating the effect of family background on entrepreneurial intentions is valued at 0.042 meaning that it has a small effect. The effect of gender variable on entrepreneurial intentions is valued at 0.034 meaning that it has a small effect. Effect sizes are declared small, medium, and large at a value of 0.02, 0.35 and 0.5 respectively (Hair et al., 2014). It can be concluded that all predictor variables in this research model have significant effects at the structural level.

Path Coefficients Test Result

Table 7. Path Coefficients Test Result

Variable	Path Coefficients
Gender -> Entrepreneurial Intention	0.161
Family Background -> Entrepreneurial Intention	0.289
Family Background Moderation -> Entrepreneurial Intention	0.215
Entrepreneurship Education Moderation -> Entrepreneurial Intention	0.196
Entrepreneurship Education -> Entrepreneurial Intention	0.143

Source: *SmartPLS* 3.3.3 Data Processing Result

Table 7 shows that the variables of entrepreneurship education, family background, gender, and gender moderating entrepreneurial education and background positively influenced the variables of entrepreneurial intentions. Family background gives the biggest contribution to the entrepreneurial intention with a value of 0.289, followed by gender moderating family background with a value of 0.215, followed by gender moderating entrepreneurial education with a value of 0.196, followed by gender with a value of 0.161, and entrepreneurial education with a value of 0.143.

GoF Testing

Based on the calculation of Goodness of Fit in this research model, it can be concluded that the model used in this study is highly feasible at 0.445, while GoF large is 0.36 (Wetzels, 2009).

Hypothesis Testing (Bootstrapping)

Table 8. Hypothesis Testing Result

Code	Hypotheses	Original Sample	t-*statistics*	p-values	Conclusion
H_1	Gender -> Entrepreneurial Intention	0.161	2.138	0.033	Accepted
H_2	Family Background -> Entrepreneurial Intention	0.289	4.496	0.000	Accepted
H_3	Family Background Moderation -> Entrepreneurial Intention	0.215	2.256	0.024	Accepted
H_4	Entrepreneurship Education Moderation -> Entrepreneurial Intention	0.196	2.108	0.036	Accepted
H_5	Entrepreneurship Education -> Entrepreneurial Intention	0.143	2.188	0.029	Accepted

Source: *SmartPLS* 3.3.3 Data Processing Result

Research Model

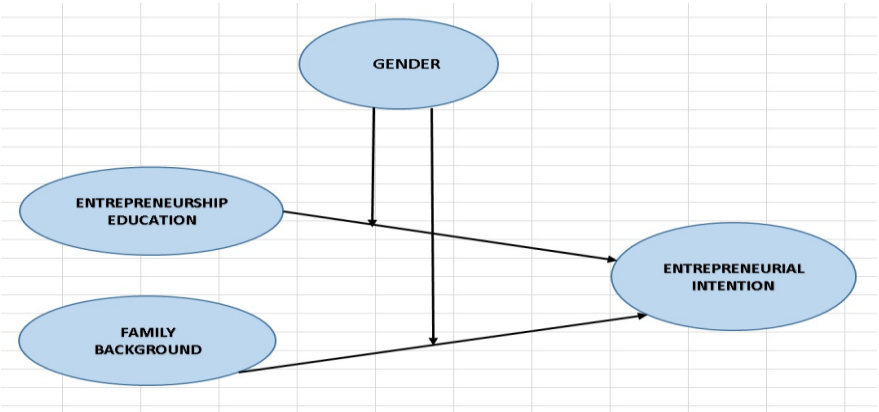

Figure 1. Research Model

3. DISCUSSION

Entrepreneurship education has a positive and significant influence on the entrepreneurial intentions of students of the Faculty of Economics and Business (FEB) and Communication Sciences

The results of the first hypothesis testing show that entrepreneurial education possesses t-statistics value of 2.188 and p-value of 0.029 where the t-statistics value is greater 1.645 and p-value smaller than 0.5 or 5%, leading to the acceptance of Hypothesis 1. Thus, entrepreneurial education has a positive and significant effect on entrepreneurial intentions.

Family background has a positive and significant influence on the entrepreneurial intentions of students of the Faculty of Economics and Business (FEB) and Communication Sciences

The results of the second hypothesis testing showed that the family background possesses t-statistics value of 4.496 and p-value of 0.000, where the t-statistics value was greater than 1.645 and p-value smaller than 0.5, meaning that hypothesis 2 was accepted. Thus, family background has a positive and significant effect on entrepreneurial intentions.

Gender can moderate the effect of entrepreneurship education on the entrepreneurial intentions of the Faculty of Economics and Business (FEB) students and Communication Sciences

The results of the third hypothesis testing showed that the moderation of entrepreneurial education obtained a t-statistics value of 2.108 and p-value of 0.036 where the t-statistics value was greater than 1.645 and p-value smaller than 0.5 or 5%, so that Hypothesis 3 was accepted. Thus, gender positively moderate entrepreneurship education towards entrepreneurial intentions.

Gender can moderate the effect of family background on the entrepreneurial intentions of Faculty of Economics and Business (FEB) and Communication Sciences students.

The results of the fourth hypothesis testing showed that the family background moderation obtained a t-statistics value of 2.256 and p-value of 0.024 where the t-statistics value was greater than 1.645 and p-value smaller than 0.5 or 5%, so that the hypothesis 4 was accepted. Thus, gender positively moderates the effect of family background on entrepreneurial intentions.

4. CLOSING

Conclusion

Based on the results of the analysis, it can be concluded as follows:

a. Entrepreneurship education has a positive and significant influence on entrepreneurial intentions in students of the Faculty of Economics and Business (FEB) and Communication Sciences.
b. Family background has a positive and significant influence on entrepreneurial intentions in students of the Faculty of Economics and Business (FEB) and Communication Sciences.

c. Gender positively moderates the effect of entrepreneurship education on entrepreneurial intentions in students of the Faculty of Economics and Business (FEB) and Communication Sciences.
d. Gender positively moderates the effect of family background on entrepreneurial intentions in students of the Faculty of Economics and Business (FEB) and Communication Sciences.

Managerial Implication

With the positive and significant effect of entrepreneurial education on entrepreneurial intention, these results are in line with (Tiwari et al., 2017) and (Ajike et al., 2015). These results can be the basis for universities to develop the curriculum by including education about entrepreneurship both basic for all study programs and in-depth for entrepreneurship study programs. Likewise, for institutions that provide non-formal education or training related to entrepreneurship for the community, to further enhance the form and variety of entrepreneurial education in general.

Family background has a positive and significant effect, supporting the research conducted by (Sørensen, 2007). This shows that students with entrepreneurial family backgrounds have a greater intention towards entrepreneurship.

The positive and significant influence of family background, can be further investigated, so that it is beneficial for students with entrepreneurial family backgrounds to expand more on their entrepreneurial activities in the future, by preparing everything needed in starting a business.

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