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Research paper

The Influence of Entrepreneurship Education and Family Background on Students' Entrepreneurial Interest in Nutritious Traditional Food Start Ups in Indonesia

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Abstract

The entrepreneurial interest of students in higher education tends to be low,albeit the introduction of entrepreneurial education at colleges and universities. There is no exception of lack of interest in entrepreneurship at traditional food businesses where these businesses in Indonesia have an unlimited market share, higher profit, lower riskof loss, and continuous innovation. Entrepreneurial education is not the only determinant asthe students' environment, especially their family background also has an important role in influencing and building student entrepreneur interest. Hence,this study assesses the influence of entrepreneurship education and family background towards the interest of entrepreneurs especially in nutritious traditional foods based on a sample of 150 higher educationstudents. Data was collected usingquestionnaire whiledata was analysed usingdescriptive and multiple regression analyses. The results of the studyshow that entrepreneurial education as well as family background positively affect students' entrepreneurial interest in traditional food. Therefore, entrepreneurship education should become a serious concern in higher education as can be one the students' starting point in building the interest and spirit of entrepreneurs.

Keywords: *Entrepreneurship Education, Family Background, Entrepreneurial Interest.*

1. Introduction

The function of higher education is to develop innovative, responsive, creative, skilled, competitive and cooperative students through the implementation of the three responsibilities, i.e.teaching and learning, research and development, and community services. Entrepreneurship Education is a planned and applicable effort to increase the knowledge, intention and competence of learners to develop their potential by embodied in creative, innovative and dare to manage risk.

Theentrepreneurship course had suchdifficulties in teaching as the students tend to complain thatlearning entrepreneurship course is boring and the course may be irrelevant to the actual condition on the field (1). The educators are also bored and felt irrelevant in the views of students. Students may not understand the importance of entrepreneurship education which can be a useful course. Moreover, the methodology used in teaching entrepreneurship can be tedious. For example, the teaching materials are easily predicted by students.

If this condition is left ignored, then the college will contribute to the increasing number of unemployment. According to Setiawan(2) based on the statistics data in August 2014, in Indonesia 9.5 percent (688,660 people) of the total unemployed are college graduatesof which 495,143 are university graduates with degree qualification. The unemployed graduates is increasing compared to was 8.36 percent (619,288 persons) and 8.79 percent (645,866 persons) for 2012 and 2013 respectively. These data expose the weakness of college graduates in the competitive employment market. This data can be a red alert for higher education to improve the entrepreneurial skills of their graduates which is not only oriented to the target value of entrepreneurship education, but also the assurance of the students' capability in applying the entrepreneurial skills at work.In addition, the entrepreneurship course should be able to produce a skilled graduates who can survive with positive entrepreneurial mindset.

Unemployed graduates existed due to various factors such as lack of jobs and the rapid growth of higher education and study programs. Moreover, the lack of competence of the graduates or the incompatibility of competencies to the needs the employers, and the unability to survive in a society due to limited entrepreneurial competence. It can be seen by a large number of unemployed college graduatesas the graduates prefer to look for job opportunitiesand not creatively start up their own business. The lack of entrepreneurship interest is no exception to entrepreneurial interest in traditional food albeit unlimited market share, higher profits, lower risk of loss, and sustainable innovation in Indonesia.The opportunities for entrepreneurship in traditional foods are good based on (3), where at national level, per capita monthly expenditure for food is 48,68%, which is mostly spent on consumption of prepared food and beverages (29,05%). In addition, Indonesia is a rich country with traditional food, including in western Sumatra. Thus, higher education is a main medium to optimize student interest in giving effect to the interest in entrepreneurship to traditional food.

The role of family environment is also very influential in shaping the character of entrepreneurs (4). The entrepreneurial character is very important for higher education graduates because competi-

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tion and challenges in the workforce require skills that are not only relying on intellectual ability, but also communication and spirit. It needs to be seen how the influence of entrepreneurship education and family background towards the interest of entrepreneurs in nutritious traditional foods.

2. Literature Review

Brief Overview of Entrepreneurship Education in Higher Education

Entrepreneurship education is a popular issue in higher education. This condition emerges as a manifestation of the dynamics of economic conditions, especially in developing countries (5-6). Recent research reveals that entrepreneurship education in higher education can drive global economic growth (7). However, cultivating student attention in developing entrepreneurial ideas is a major concern requiring more attention, especially with regard to the distance between stimulation and support to develop start-up businesses.

Implementation Entrepreneurship education in higher education can refer to five basic principles of entrepreneurship, including know-why (related to the conditions of value and motivation that support entrepreneurial individuals), know-what (related insights and general knowledge about business steps to be taken), know - how (the ability of individuals to implement knowledge in the form of competencies and skills), know who (awareness about social networking and the ability to utilize the network for business purposes) and know-when (individual experience and intuition in making business decisions) (5-6). Knowledge and skills can be developed through entrepreneurship education in higher education with products in the form of start-up business as a forerunner to the development of entrepreneurship (8).

Although research on entrepreneurship has resulted in diverse methods and models (9-13), however there is a need for a paradigm changes in entrepreneurship education integrated into a highly educational curriculum, especially in Indonesia. Changes in mindset related to educational competency based on instructional learning experience as well as in training are also required. In addition, the enterprise has become an indication of a country's economic growth (14). Positive impact on the formal education of entrepreneurship is the ability gained through the education that is necessary to detect and evaluate better business opportunities andincrease the confidence in the perceived risk (15).

Perspective of Family Background on Entrepreneurship

The background and family environment is the closest to the students and very important role in influencing a person's interest in entrepreneurship, including students (16). In the family environment, fathers are more likely to provide a strong influence in motivating children to entrepreneurship (17). Family background, as the attention of parents, parental support and communication that exists in the family have an impact on the interests of children in the family. Furthermore, someone will be driven to entrepreneurship because the influence of peers (18).

The Potential in Nutritious Traditional Foods

Indonesia's demographic and ethnic diversity of over 1300 ethnic groups makes this country very plural and diverse, both in terms of language, art, and especially traditional food (19). Traditional food is a variant of food that is influenced by cultural conditions and demographic background of local communities. In general, the traditional food conditions are also strongly influenced by the acculturation of cultures that have entered Indonesia, such as European, Arabian, Portuguese, Chinese and other cultures that are assimilated to the local population.

Variants of traditional foods are still concerned about the nutritional conditions contained in it. Traditional food making is still using raw materials directly from nature (without going through the manufacturing process) while maintaining the nutritional conditions in it (20). However, the development of traditional food itself is unbeatable by mass production in processed food industries. This is evidenced by the increase in food production in the small and medium sectors only at 3.2% level in 2016, while the food industry with a large scale increased to 7.70% (3).

The condition is still in rare industry and trade related to the nutritious traditional food, it will be very significant if entrepreneurship education in higher education began to develop the start up business in this sector.

3. Methods

This research research based on a descriptive correlational design to assess the relationship between entrepreneurship education (X_1), family background (X_2) and entrepreneurial interest on the traditional food (Y). The samples in this research consists of 150 students of higher education. Sampling rate is based on a power measurement analysis using Gpower to avoid α and β errors in the reception area of the hypothesis. The sample analysis resulted in a power measurement is 0.99 and critical t of 1.65. It can be concluded that the number of samples in this study has enough statistical power to draw a conclusions. The data collection were based on questionnaires inventory and data findings was analyzed by using multiple regression analysis. The variables in this study consisted of independent variables that are entrepreneurship education (X1) and family background (X2) and the dependent variable is entrepreneurial interest on the traditional food (Y).

4. Results

The requirement to produce significant and robust findings is passed by analyzing the findings data through a series of normality tests by using Kolmogorov-Smirnov and Shapiro-Wilk tests, which is presented in Table 1.

Table 1 Test results normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
X1,	0.099	150	0.200	0.972	150	0.071
X2,	0.132	150	0.076	0.946	150	0.065
Y,	0.126	150	0.108	0.951	150	0.080

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Tests on two normality data analyzes showed that the findings data had significant differences with the standard normal distribution model, which is present in all three variables. This analysis indicates that the distribution of data in this study belongs to normal data and can be applied to multiple regression analysis.

Table 2 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.457[a]	0.208	0.188	8.70179	1.228
2	0.327[b]	0.107	0.084	9,24144	1.115
a. Predictors: (Constant), X1					
b. Predictors: (Constant), X2					

The test of the hypothesis was to examine the effects of entrepreneurship education and family background on entrepreneurial interest in the traditional food (refer Table 2). In the first step, the effect of entrepreneurship education on entrepreneurial interest on the traditional food assessed. The R-Square value is the degree of variation of the dependent variable, which can be predicted by the independent variable. The analysis revealed entrepreneurship education explained 20.8% variance in entrepreneurial interest on the traditional food (R^2= 0.208). In the second step, the analysis

showed that family background was able to predict 10.7% variance in entrepreneurial interest on the traditional food (R^2= 0.107).

Table 3 Results of the testing of X1 to Y

Anova[a]						
Model		Sum Of Squares	Df	Mean Square	F	Sig.
1	Regression	1562.684	1	1562.684	48.644,	**.00[b]**
	Residual	4754.489	148	32.125		
	Total	6317.173	149			
A. Dependent Variable: Y						
B. Predictors: (Constant), X1						

Table 3 above shows the effect of entrepreneurship education on entrepreneurial interest in the traditional. The F-value is calculated as the Mean Square Regression (1562.684) divided by the Mean Square Residual (32.125), yielding F=48.644. From this result in the table is statistically significant (Sig = .000).

Table 4 The results of X2 to Y

Anova[a]						
Model		Sum Of Squares	Df	Mean Square	F	Sig.
1	Regression,	216.945	1	216.945	5.263	**.02[b]**
	Residual	6100.228	148	41.218		
	Total	6317.173	149			
A. Dependent Variable: Y						
B. Predictors: (Constant), X2						

Table 4 above shows the effect of family background on entrepreneurial interest in the traditional. The F-value is calculated as the Mean Square Regression (216.945) divided by the Mean Square Residual (41.218), yielding F=5.2638. From this result in the table is statistically significant (Sig = .02).

Table 5 The test results of X1 and X2 to Y

Anova[a]						
Model		Sum Of Squares	Df	Mean Square	F	Sig.
1	Regression	1727.144	2	863.572	27.657,	.00[b]
	Residual	4590.030	147	31.225		
	Total	6317.173	149			
A. Dependent Variable: Y						
B. Predictors: (Constant), X2, X1						

Table 5 above shows the effect of entrepreneurial education and family background on entrepreneurial interest in the traditional. The F-value is calculated as the Mean Square Regression (863.572) divided by the Mean Square Residual (31.225), yielding F=27.657. From this result in the table is statistically significant (Sig = .00).

5. Discussion

Higher education in its development is a very demanding achievement of comprehensive and holistic learning (21-22). In a complex and comprehensive process, this research discusses about entrepreneurship education in the context of problems and family influences will be described in detail; 1] the influence of entrepreneurship education on student entrepreneurship interest in traditional food, 2] the influence of family background on student entrepreneurship interest in traditional food and 3] the influence of entrepreneurship education, family background on student entrepreneurship interest in traditional food.

Entrepreneurship Education towards Students Entrepreneurship Interests on Traditional Nutritious Food

Indonesia has a culinary diversity as a result of cultural development, especially West Sumatra. This district has many unique foods, distinctive and flavorful. The nutritional value contained in a variety of traditional foods also make this culinary has added value, such as Rendang, one of the foods that have been very popular in foreign countries. This fact provides reinforcement to the potential development of the culinary business that can be the focus of students start-up plan.

Based on the research, the condition of student interest in significant entrepreneurship provides an important role in these business start-up development. With the entrepreneurial education, students are expected to plunge into the world of entrepreneurship. Research findings show that there is a significant impact on the interests of traditional food entrepreneurship through entrepreneurship education. The higher the entrepreneurial education, the higher the interest in entrepreneurship in the traditional food of students. Conversely, the lower the entrepreneurship education, the lower the interest in entrepreneurship in the traditional food.

Entrepreneurship education has several determinants that support its success to increase student entrepreneurial interest, which is curriculum, quality of teachers, and the learning process. While these aspects related to entrepreneurship interest in traditional food that is, traditional food entrepreneur attitudes, subjective norms, control, behavioural financial aspects, and innovation. Understanding the material of entrepreneurship by students always connects to the business development of traditional food, especially food.

In the aspect of the learning process, students are required to make a business plan on business opportunities and traditional food of West Sumatra, Indonesia. The business plan contains elements of innovation, making financial planning neat and marketing strategies (23). The influence of entrepreneurship education in students' entrepreneurial interest in traditional food can occur with good and significant in entrepreneurial education process conducted in accordance with the students' needs. Thus, indirectly, it is fostering interest in entrepreneurship, especially in traditional food business (24).

Family Background towards Students Entrepreneurship Interests on Nutritious Traditional Food

The results showed that the value of sig 0.02 less than 0.05, there is a positive and significant effect of family background on entrepreneurship interest in traditional food. The higher the family background, the higher the interest in entrepreneurship students. Conversely the lower the family background on student interest in entrepreneurship, especially entrepreneurs on traditional foods.

There are several aspects of the statements associated with that family background, parental supervision, support, and communication. While aspects of the statements related to entrepreneurship, interest in traditional food, which is entrepreneur attitudes, subjective norms, behavioral control, financial aspects, and innovation. Aspects of parental background give very good influence in giving confidence to students in the opening and running a business, especially if the parents of students have a background in entrepreneurship skills. In principle, most parents really understand the principle of the entrepreneurial philosophy, because if a serious run, then indirectly entrepreneurs have implemented the value and character of such entrepreneurs, discipline, hard work and always innovating. Parents who understand the importance of entrepreneurship would support their successful remedy through learning and experience one of them digging through entrepreneurship particularly traditional food business. In addition, aspects of the family background are no less important is communication. In the interaction within the family between parents and children, do not exist limits and establish communications such as fellow companions so that communication can be established harmony. Communication gave a positive energy in activities, especially for children who play a role as a student in business.

Effect of Entrepreneurship Education and Family Background towards Students Entrepreneurship Interests on Nutritious Traditional Food

Entrepreneurial Education and family backgrounds have a positive and significant impact on entrepreneurship interest in traditional

food. This is indicated by the test results analysis statistical obtained significant result, which could be conclude that there is a positive impact of entrepreneurship education and family background of the interest in entrepreneurship on traditional foods.

As previously discussed, entrepreneurship education and family background have an important role in the impact of student interest in entrepreneurship, especially in the traditional food business. If entrepreneurship education and family background can be addressed and certainly well prepared with entrepreneurial interests, it will inevitably arise. Between entrepreneurship education and family, the background should complement each other and support each other. For example, if the family environment has been implanted attitude and entrepreneurial character, but instead of entrepreneurship education does not provide what is required of students as entrepreneurial learning boring and always discuss the theory without practice, will certainly have an impact on student interest in and try to pursue entrepreneurship. Conversely, if the school environment creates and teaches through the pattern of entrepreneurship education, it can be fun and exciting. Nevertheless, in fact, the family, parents forbid their children to have entrepreneurship will affect the child psychologically and led to the decline of interest in entrepreneurship.

6. Conclusion and Recommendation

This study simultaneously and partially revealed that entrepreneurial education and family background influence the students' entrepreneurial interests on traditional foods. Therefore, higher education needs to have priority on entrepreneurship education and the family of the students can form the starting point and the interest of the entrepreneurial spirit (25). Besides, forming a particular interest in entrepreneurship, entrepreneurial interest in traditional food is very noteworthy entrepreneurial learning processes and activities. Entrepreneurship education should be packaged as attractive as possible so that the innovation and students' potential can emerge (26). Improvement to the condition of entrepreneurship learning in higher education is also a major concern in supporting the development of student start-up business in the field of traditional food (7). This is based on a significant relationship between entrepreneurship interests and learning conditions and family support.

Moreover, the family as a basic institution in supporting and cultivating student interest in entrepreneurship also has an important role in this process, which are started from small activities and starting early, are directed to the formation of entrepreneurial directly and indirectly. Entrepreneurship characterization can start in the family so that it can produce start-up quality business and can develop well (27).

Related to the condition of the development of student interest in entrepreneurship, the need for further research related to the psychological aspects that occur in the process of education in higher education and conditions in the family. thus, will be known model comprehensively in an effort to increase student interest in entrepreneurship.

7. Conflict of Interest

The author declares no conflict of interest.

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