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The Impact of Family Environment, Self-Leadership, and Entrepreneurship Education on Entrepreneurial Interest of Mechanical Engineering Students

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Abstract

The purpose of the study to investigate the impact of family environment, self-leadership quality, and entrepreneurship education on the entrepreneurial interest of mechanical engineering students at Universitas Negeri Padang. Data was collected through questionnaires distributed to 96 mechanical engineering students at UNP who have participated in entrepreneurship subjects. The relationship between the independent variables and entrepreneurial interest was analyzed using regression analysis. The results revealed a strong and statistically significant positive relationship between the home environment and interest in entrepreneurship, explaining 35.5% of the variation, with a p-value of 0.000. Similarly, self-leadership exhibited a positive impact of 47.1% on entrepreneurial interest with a significance value of 0.000. Additionally, entrepreneurship education showed a significant and positive effect of 25.4% on entrepreneurial interest among UNP mechanical engineering students, with a significance value of 0.000. These findings are valuable for understanding the factors influencing entrepreneurial interest among mechanical engineering students at UNP. It can be used to enhance the entrepreneurship education and preparation programs at UNP and provide better support for students aspiring to become entrepreneurs.

Keywords: active participation; emotional support; entrepreneurial interest; practical experience; student motivation

INTRODUCTION

Unemployment can be defined as individuals find jobs or those who are not seeking employment because they perceive it as unlikely to find one job (Prasetya & Sumanto, 2022). As per information from the Badan Pusat Statsitik, the quantity of jobless people in December 2023 arrived at 7.9 million. In 2015, the open joblessness rate by instructive level was prevalently among Vocational High School graduates at 9.60%, trailed by Senior High School graduates at 7.69%, Certificate holders at 5.91%, Four-year college education holders at 5.52 Junior High School graduates at 5.41%, and Primary School and beneath at 3.02%.

In this regard, the spotlight falls on the percentage of unemployment

among bachelor's degree holders. Each year, expected to enhance human resources and boost the country's economy (Handayani, 2015). However, in reality, they encounter difficulties securing employment due to a failure to utilize their potential fully.

Creating new job opportunities or venturing into entrepreneurship is a viable solution to address this issue. Those who engage in business activities are called entrepreneurs. Entrepreneurs must be willing to take risks to optimize themselves and others (Suharyono, 2017).

To tackle unemployment, an entrepreneurial spirit must be instilled. By possessing an entrepreneurial mindset, individuals will have the attitude and desire to improve their lives without relying on others (Sukirman, 2017). As a country advances, the more educated yet unemployed individuals there are, the more crucial the entrepreneurial world becomes (Rahman et al., 2023). Due to limitations in government capacity, development will be more successful if supported by entrepreneurs who can create job opportunities (Putra, 2018). Given the extensive requirements in terms of budget, staff, and oversight, the government will not be able to address all aspects of development (Putra, 2018). Instilling an interest in entrepreneurship is the first step toward fostering an entrepreneurial spirit (Darmawan, 2021).

Based on a survey conducted by BPP HIPMI, 83% of student respondents aspire to become employees, while only 17% aspire to become entrepreneurs. Students are highly occupied with preparing themselves to undergo various tests conducted by government and private sector employers after graduation and obtaining a bachelor's degree (Nastiti et al., 2021). This indicates a low interest among students in becoming entrepreneurs.

Several internal and external factors also influence entrepreneurial interest. Inward factors like character, discernment, inspiration, demeanor, and outside variables like family, companions, neighbors, instruction, and so forth assume significant parts. Based on these factors, researchers conducted studies on family environmental factors, self-leadership, and entrepreneurship education.

The closest and most significant environment for individuals is the family environment. Parents, siblings, and other family members comprise a family. Results from interviews with several students indicate that many parents aspire for their children to become civil servants. This is evident from the responses of students who become civil servants, indicating parental support for their decisions. Each member of the family will have an impact on the others, both directly and indirectly, through their attitudes and actions; if someone's parents are entrepreneurs, their children will also be influenced (Rahmah, 2018). An individual will be more inclined to entrepreneurship if their family supports them rather than if they do not. Meanwhile, research by Hudaya et al. (2023), states that the family environment positively influences entrepreneurial interest.

Since leadership qualities are the initial capital for becoming an entrepreneur, an entrepreneur acts as a leaders for their company, or at least for themselves (Suebuddin, 2021). The

desire to communicate effectively and influence others is known as leadership (Waedoloh et al., 2022). According to research by Alain factors such as experiential learning and role model leadership can also influence individual interest in entrepreneurship (Alain et al., 2019).

Universitas Negeri Padang has incorporated entrepreneurship courses into its curriculum. The theory and practice of entrepreneurship are discussed in these courses. The university frequently organizes seminars on entrepreneurship. One of its objectives is to instill entrepreneurial spirit in students so that after graduation, they can become entrepreneurs, create job opportunities, and reduce unemployment. The role of universities in teaching entrepreneurship through lectures, seminars, and entrepreneurship practices is one of the factors driving entrepreneurship growth in a country (Wardhani & Nastiti, 2023).

Entrepreneurship education is a process that enables students to change their perspectives on entrepreneurial career choices (Hasan, 2020). In a similar vein, the research conducted by Ariyanto (2023), Based on the study's findings, it was observed that Entrepreneurship education has a beneficial impact on entrepreneurial development. In addition, a study conducted by Faisal Anand suggests that entrepreneurship education has a beneficial impact on entrepreneurial intentions (Anand & Meftahudin, 2020).

The objective of this study is to learn how family environment, self-leadership quality, and entrepreneurship education impact the entrepreneurial interest of mechanical engineering students at Universitas Negeri Padang. This topic emphasizes the significance of a comprehensive strategy that takes into account the impact of family, self-leadership, and entrepreneurship education on entrepreneurial interest. Further investigation is needed to examine the dynamic interplay between these elements and their combined influence on promoting entrepreneurship among mechanical engineering students. By comprehending and using these factors, educational institutions can enhance their ability to equip students for entrepreneurial success.

METHOD

The study methodology employed is causal-associative, which aims to identify patterns of cause-and-effect correlations among observable variables. The data used in this research is quantitative as it is given in numerical form and is utilized to investigate quantitative relationships. In April-May 2024, this study was carried out at the Faculty of Engineering and Department of Mechanical Engineering of Universitas Negeri Padang using a random sampling technique. Ninety-six students from the 2022 cohorts participated in this study. This populace and test were picked because the exploration center is around dynamic understudies who have finished business venture courses. A survey or questionnaire was used to collect the information for this study.

In this study, two analysis techniques were employed. Firstly, the analysis prerequisites included four crucial steps:

1) The data was initially subjected to the Kolmogorov-Smirnov test to assess its adherence to a normal distribution. A distribution was considered normal if the significance level exceeded 0.05.
2) The second step enveloped testing for linearity, assessing whether the connection between autonomous and subordinate factors was direct. A linear relationship was deemed to exist if the significance value exceeded 0.05.
3) In the third phase, the presence of multicollinearity was assessed by examining the correlations between Assessing independent variables, which can be done by utilizing the Variance Inflation Factor (VIF) and Tolerance Value. At the point when the VIF surpassed 10 and the Resistance Worth was under 0.10, there were no multicollinearity issues in the relapse model.
4) Subsequently, the last step included testing for heteroskedasticity to survey the consistency of lingering changes in the relapse model. The Glejser test was employed to detect heteroskedasticity.
   Heteroskedasticity was absent in the model If the p-value of the independent variables was more significant than 0.05. Consequently, these examination methods are critical in guaranteeing the dependability and legitimacy of the relapse model used in this review.

The second technique in this study is hypothesis testing, which involves two main methods.

1) Initially, the technique of basic Regression analysis is used to determine the effect of independent variables on the dependent variable. The process involves constructing a basic linear regression equation and then conducting a t-test to evaluate the significance of the relationship between the variables. Additionally, the coefficients of determination (R^2) are calculated to measure The degree to which the independent factors explain the variation in the dependent variable.
2) multiple linear regression is utilized to comprehend the reciprocal effect of independent and dependent variables. The steps involve creating a regression line equation involving three predictors, followed by testing using the F-test to examine the overall significance of the regression model, and tracking down the changed coefficient of determination (R^2) to evaluate how well the model makes sense of the variety in the reliant variable by thinking about all indicators included. By employing both of these methodologies, the research can better comprehend the correlation between the variables being examined.

RESULT AND DISCUSSION

Following the validation and reliability testing of the questionnaire, the subsequent phase involved performing the necessary analytical tests, which encompassed:

The Prerequisite Analysis

1. Normality test

The results of the normality test are presented in Table 1.

Table 1. Results of the normality test

	Unstandardized Residual
Asym. Sig. (2-tailed	0.200

Concerning Table 1's results from the ordinariness test, the significance value is 0.200, which is more notable than 0.05. This indicates that the data are normally distributed.

2. Linearity Test

The results of the linearity test can be seen in Table 2 below.

Table 2. Results of the linearity test

No	Relationship between variables	sig	Desc
1	Family Environment*Entrepreneurial Interest	0.65	linear
2	Self-Leadership*Entrepreneurial Interest	0.195	linear
3	Entrepreneurship Education*Entrepreneurial Interest	0.406	linear

Table 2 shows that the linearity test's results indicate that the significance value between Entrepreneurial Interest and Environment is 0.65, higher than the probability value of 0.05. Similarly, the relationship between entrepreneurial interest and self-leadership has a significance level of 0.195, and the relationship between entrepreneurial education and interest has a significance level of 0.406. The conclusion that can be drawn from these findings is that there is a linear relationship between each independent variable and the dependent variable.

3. Multicollinearity test

The results of the multicollinearity test can be seen in Table 3 below.

Table 3.Results of the multicollinearity test

No	Variabels	Tolerances	VIF	Desc
1	Family Environment	0.440	2.272	No multicollinearity
2	Self-Leadership	0.453	2.208	No multicollinearity
3	Entrepreneurship	0.77	1.287	No multicollinearity

Table 3 shows that the results of the multicollinearity test show that all variables have tolerance values greater than 0.10, with Family Environment having a value of 0.440, Self-Leadership having a value of 0.453, and Entrepreneurship Education having a value of 0.777. Moreover, all factors likewise have VIF values less than 10, specifically Family Environment 2.272; Self-Administration 2.208; and Business Instruction 1.287. As a result, it is possible to conclude that this study does not demonstrate multicollinearity.

4. Heteroskedasticity test

The results of the heteroskedasticity test can be observed in Table 4 below.

Table 4. The result of heteroskedasticity test

No	Variables	Sig	Desc
1	Family Environment	0.325	No heteroscedasticity
2	Self-Leadership	0.400	No heteroscedasticity
3	Entrepreneurship Education	0.815	No heteroscedasticity

Table 4's heteroskedasticity test results demonstrate that Entrepreneurship Education has a significance value of 0.815, Self-Leadership has a significance value of 0.400, and Family Environment has a significance value of 0.325. This indicates no heteroskedasticity in this study because all three variables have significance values greater than 0.05.

Hypothesis Test

The purpose of this study is to investigate how Universitas Negeri Padang mechanical engineering students' entrepreneurial interest is affected by their family environment, self-leadership, and entrepreneurship education. The discoveries uncover critical knowledge into the connection between these factors and understudies' innovative aims.

The main hypothesis of this study is that the family environment influences students studying mechanical engineering at Universitas Negeri Padang's innovative interest. A straightforward linear regression analysis was used to test this hypothesis, and the results are shown in Table 5 below.

Table 5. The result of hypothesis 1

Regression model	Regression coefficient	t-value	Sig.
1	0.596 r^2: 0.355	7.149	0.000

Table 5 shows that the coefficient of determination is r^2=0.355, indicating that the family environment variable influences the entrepreneurial interest variable by 35.5%. Other variables not included in this study affect 64.5% of the total. For the Family Environment variable, the t-measurement test demonstrates that the determined t-worth of 7.149 > the table worth of 1.660, with an importance worth of 0.000, which is under 0.05. This shows that the reliant variable Enterprising Interest is altogether impacted by the free factor Family Environment. Based on the test results, the regression equation can be written as follows:

Y = 7.021 + 0.596X1

The regression equation yields a coefficient value of 0.596 for X1. This suggests that there will be a 0.596-point increase in entrepreneurial motivation when the family environment increases by one point. Since the coefficient of the family environment is positive, with a determined t-worth of 7.149 more prominent than the table worth of 1.660, and an importance worth of 0.000 under 0.05, the main speculation is acknowledged. This suggests that students studying mechanical engineering at Universitas Negeri Padang are more interested in starting their businesses because of their families.

The analytical findings suggest that the Family 'Environment's a

notable and favorable influence on the Entrepreneurial Interests of Students. This discovery is consistent with other studies, indicating that nurturing home situations and parental role models significantly impact the development of entrepreneurial attitudes and interests (Cardella et al., 2020; Urban & Chantelot, 2019). Within the scope of this research, Students in this study who have supportive and encouraging families are more likely to exhibit entrepreneurial tendencies. Family members can be a significant source of inspiration and funding for the launch of a firm, thus, this is especially crucial for engineering students, especially those studying mechanical engineering.

The second hypothesis of this study is that the family environment influences the entrepreneurial interest of Mechanical Engineering students at Universitas Negeri Padang. The simple linear regression analysis results are presented in Table 6 below to test this hypothesis.

Table 6. The result of hypothesis 2

Regression model	Regression coefficient	t-value	Sig.
2	0.686 r^2: 0.471	7.149	0.000

As per Table 6, the coefficient of assurance r^2 is 0.471, demonstrating that the Self-Leadership variable impacts the Entrepreneurial Interest variable and that different factors beyond this study have a 47.1% impact. The calculated t-value for the Self-Leadership variable is 9.099, the table t-value is 1.660, and the significance level is 0.000, or less than 0.05. In this way, it very well may be presumed that the reliant variable Enterprising Interest is fundamentally affected by the autonomous variable Self-Leadership. Based on these test results, the regression equation is as follows:

$$\mathbf{Y = 14.284 + 0.471X2}$$

This condition shows that the coefficient of relapse X2 is 0.686. This indicates that Entrepreneurial Interest will rise by 0.686 points with a one-point increase in Self-Leadership. The data supports the second hypothesis, which suggests that Self-Leadership positively influences the Entrepreneurial Interest of Mechanical Engineering students at Universitas Negeri Padang. The coefficient of Self-Leadership is positive, with a calculated t-value of 9.099, which is greater than the table value of 1.660. Additionally, the significance value of 0.000 is less than the threshold of 0.05.

Suharyono (2017), conducted research that identified three distinct aspects that develop over time in entrepreneurship: the cognitive aspect, which focuses on how entrepreneurs utilize mental models for thinking; the behavioral aspect, which examines how entrepreneurs engage and take action to seize opportunities; and the emotional aspect, which explores the feelings experienced by entrepreneurs in the realm of entrepreneurship. That the skills in an individual's self-leadership affect their interest in entrepreneurship. It may be deduced that persons who possess self-leadership skills are more likely to participate in entrepreneurship compared to those who do not possess such talents.

The third hypothesis of this study is that mechanical engineering

students at Universitas Negeri Padang are more interested in starting their businesses because of their entrepreneurship education. The results of simple linear regression analysis are as follows:

Table 7. The result of hypothesis 3

Regression model	Regression coefficient	t-value	Sig.
3	0.504 $r^2 = 0.254$	5.624	0.000

According to Table 7, the coefficient of determination (r^2) is 0.254, indicating that 25.4% of the variation in the Entrepreneurial Interest variable can be attributed to the Entrepreneurship Education variable. The remaining 74.6% is influenced by other factors that are not considered in this study. Based on the t-statistic test, Entrepreneurship Education substantially impacts Entrepreneurial Interest, which is the dependent variable. The results indicate that the computed t-value of 5.624 exceeds the critical table value of 1.660, with a significance level of 0.000, lower than 0.05. Based on the test results, the regression equation can be written as follows:

Y = 7.615 + 0.504X3

The regression coefficient for X3 is 0.504, as seen in the given scenario. This implies that enterprising interest will increase by 0.504 units, assuming that entrepreneurship education increases by one. The third hypothesis is supported based on the positive coefficient of entrepreneurship education, which has a computed t-value of 5.634, exceeding the table value of 1.660, and a significance value of 0.000, greater than the threshold of 0.05. This demonstrates that Entrepreneurship Education has a collective impact on the entrepreneurial interest of Mechanical Engineering students at Universitas Negeri Padang.

This discovery aligns with prior studies regarding the influence of education on entrepreneurial interest. Their research demonstrated a notable impact of entrepreneurship education on the inclination to engage in entrepreneurial activities. The research findings unequivocally demonstrate that students who have received entrepreneurship education are more inclined to initiate their company endeavor (Guerrero et al., 2019; Jiatong et al., 2021).The significance of entrepreneurship education is in the instructors' ability to transmit vital skills and knowledge to pupils.

The fourth hypothesis of this study was examined through multiple regression analysis. It posits that Family Environment, Self-Leadership, and Entrepreneurship Education significantly and positively influence the entrepreneurial interest of Mechanical Engineering students at Universitas Negeri Padang. The findings of this investigation are presented in Table 8 below.

Table 8. The result of hypothesis 4

Desc	regression coefficient
Constant	-6.566
X1	0.222
X2	0.792
X3	0.673
$r^2 = 0.529$	
Fhitung = 34.497	
Sig F = 0.000	

Assuming all other variables stay the same, the regression coefficient X1 is 0.222. This means that a one-unit

increase in the family environment will lead to a 0.222-unit rise in entrepreneurial interest. The coefficient X2 is 0.792, indicating that a one-point increase in Self-Leadership results in a 0.792-point increase in Enterprising Interest. The coefficient X3 is 0.673, meaning that a one-point expansion in Business Training brings about a 0.673-point expansion in entrepreneurial interest. Since every coefficient is positive, the fourth speculation is acknowledged: Family environment, Self-Leadership, and Entrepreneurship Education emphatically affect the entrepreneurial interest of Mechanical Engineering understudies at Universitas Negeri Padang. Additionally, the calculated F-value of 34.497 is higher than the tabulated F-value of 2.315, and the significance level is 0.000 0.05. Hence, it can be inferred that the Entrepreneurial Interest variable is collectively and significantly influenced by the Family Environment, Self-Leadership, and Entrepreneurship Education variables. Based on the conducted tests, the regression equation can be formulated as follows:

Y= -6.566 + 0.222X2 + 0.792X2 + 0.673X3

If the other variables remain constant, the regression coefficient X1 is 0.222, indicating that a one-point increase in the family environment will result in a 0.222-point increase entrepreneurial interest. The coefficient X2 is 0.792, proposing that a one-point expansion in Self-Leadership prompts a 0.792-point expansion in Enterprising Interest. The coefficient X3 is 0.673, meaning that a one-point expansion in Entrepreneurship Education brings about a 0.673-point expansion in entrepreneurial interest. Since every coefficient is positive, the fourth speculation is acknowledged: Family Environment, Self-Leadership, and Entrepreneurship Education emphatically affect the entrepreneurial interest of Mechanical Engineering students at Universitas Negeri Padang. Additionally, the calculated F-value of 34.497 is higher than the tabulated F-value of 2.315, and the significance level is 0.000.

This demonstrates that the amalgamation of these characteristics substantially influences students' inclination toward entrepreneurship. The statistical analysis revealed a significant result with a test statistic of F = 34.497 and a p-value less than 0.05. Several elements, including the family environment, self-leadership, and entrepreneurship education, impact students' inclination toward entrepreneurship. By merging the three elements, we can create a strong foundation to inspire more college students to engage in entrepreneurship by integrating these three elements (Lingappa et al., 2020; Politis & Breman, 2019; Walter & Block, 2022).

CONCLUSION

The Family environment exerts a substantial impact on the inclination of students toward entrepreneurship. The family's support, inspiration, and real-life illustrations, such as parents who are engaged in entrepreneurial ventures or possess optimistic views towards entrepreneurship, can stimulate students' curiosity and active participation in entrepreneurial pursuits. Furthermore, self-leadership

that is, the capacity to lead oneself is crucial. Students who possess strong self-leadership abilities such as goal-setting, motivation, efficient time, and stress management are more likely to go into business for themselves. Students' inclination for entrepreneurship is significantly and favorably influenced by colleges' entrepreneurial education. A thorough entrepreneurship program that combines relevant coursework, hands-on training, and mentorship or lecture support can improve students' understanding of entrepreneurship and stimulate their desire to start their own businesses.

Developing entrepreneurial interest and skills among mechanical engineering students necessitates the close collaboration of educational institutions, families, and students. Educational institutions must develop a thorough and pragmatic curriculum encompassing pertinent courses and practical involvement in real-world projects and internships. Families can cultivate a nurturing environment that motivates adolescents to pursue entrepreneurial prospects by engaging parents in workshops and seminars. Incorporating self-leadership abilities into education is crucial to equip students with the confidence and competence to proactively engage in entrepreneurial endeavors. The active involvement of students in entrepreneurial activities can be significantly enhanced by the support and inspiration they receive from their families. This support not only includes important moral guidance but also tangible material assistance, which serves as a source of motivation. By using this comprehensive method, mechanical engineering students will acquire enhanced readiness and drive to embark on entrepreneurial paths, thereby making significant contributions to economic expansion and creativity within society.

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