

THE INFLUENCE OF THE FAMILY ENVIRONMENT AND SOCIAL MEDIA ON ENTREPRENEURIAL INTEREST (CASE STUDY ON STUDENTS OF SMKN 4 GARUT)

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Abstract

The research conducted using quantitative methods with an associative approach was conducted on 258 students, with the aim of determining the influence of family and social media on students' entrepreneurial desires. The results showed that the family has a considerable influence in building students' desire for entrepreneurship. Students who live in open-minded families, develop a positive, courageous, honest, and creative competitive atmosphere will grow into individuals who have great interest and motivation in entrepreneurship. In addition, social media also has a significant influence on entrepreneurial interest. Various information from social media, stories of successful businessmen, brands, products, fashion developments, lifestyle, and other things related to business also affect students' interest in entrepreneurship. This research proves that family environment and social media influence students' entrepreneurial desires.

Keywords: Family; Social Media; Entrepreneurship

A. INTRODUCTION

Indonesia is faced with significant employment challenges due to annual population growth, resulting in an imbalance between the number of workers and job availability. In addition, the low caliber of individuals further aggravates the problem. Regardless of their level of education, all job applicants must compete for a limited number of positions. (Nagib & Ngadi, 2008; Prasetya & Sumanto, 2022; Isaac, 2018)

According to data from the Central Statistics Agency (BPS), based on SAKERNAS in February 2023, the labor force is 146.62 million people, an increase of 2.61 million people compared to 2022 with the Labor Force Participation Rate increasing by 0.24 percentage points. The working population is 138.63 million people and the Open Unemployment Rate (TPT) is 5.45 percent or around 8 million people with the largest number of unemployed are those with secondary education, namely high school and vocational schools. Findings from research conducted by Aprilliofany, (2020) show significant unemployment rates among young male secondary and vocational school graduates, especially those living in rural areas with technical qualifications. This can be attributed to the lack of motivation and tendency among vocational school graduates to become entrepreneurial and build their own businesses. Many SMK graduates aspire to get jobs in the formal sector, such as becoming civil servants or working as office staff (Ngadi, 2014). Signs of an individual's inclination towards entrepreneurship include a strong work ethic, willingness to embrace risk, confidence, a proactive and imaginative mindset, a constant drive for innovation, and the ability to independently meet their own

requirements. (Darmawan, 2021). Entrepreneurial interest refers to an individual's tendency, passion, and capacity to exert diligent efforts and show a strong determination to meet the needs of their lives through their own ideas. (Sari et al., 2022; Alisyahbana et al., 2023)

The first environment of a person in his life is his family, which forms the first personality and lays the foundation for children's growth and development (Wiani et al., 2018). In families, parents influence their children in terms of educational, social and occupational choices (Muthmainnah, 2015; Hulukati, 2015). A person's choice to go into the business world (*entrepreneurship*) cannot be separated from the role and support of family or the influence of parents and people around him. The role of parents, relatives and family in building and supporting the formation of one's interest in entrepreneurship is quite dominant. Choosing a business as a source of income or as a means of expressing knowledge gained during education is often due to looking at the profession of parents or family. Fathers who become traders are often an example for children who eventually choose the world of marketing (Le Thi Bao et al., 2021; Ratumbusang & Rasyid, 2015)

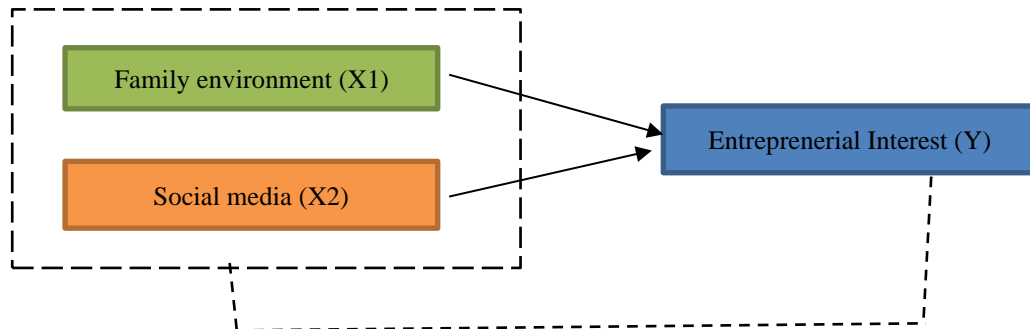
Based on respondents' answer choices during initial observation, a large number of students at SMKN4 Garut expressed a preference for the profession as a State Civil Apparatus or State Civil Apparatus, influenced and encouraged by their parents and close colleagues. A study revealed that the majority of parents aspire for their children to pursue a career in the field of Artificial Neural Network (State Civil Apparatus). The attitudes and behaviors of family members, either directly or indirectly, influence the child's decision-making process in shaping their future careers. A child raised in an entrepreneurial home context is likely to develop an interest in pursuing entrepreneurship as well. Individuals' propensity towards entrepreneurship increases when they receive family support. Studies conducted by Oktarina et al., (2019) show that the family environment has a significant impact on individual tendencies towards entrepreneurship (Lim et al., 2012). There is a positive correlation between the environmental qualities of one's parents and their propensity towards entrepreneurship. A person's likelihood of becoming an entrepreneur is higher when they have support from their home environment, compared to a lack of such support.

However, another problem that also causes high unemployment among high school & vocational graduates is the lack of motivation and desire to create their own jobs (Mukhlason et al., 2020; Vijaya & Diah Utami, 2021). In fact, with the rampant development of social media and advances in information technology, various information about business and entrepreneurship is very easy to obtain today. The survey results of the Indonesian Internet Service Providers Association (APJII) show data that in Indonesia there are 215.53 million internet users, with 167 million active social media users, or 60.4 percent of the total population of Indonesia. (APJII, 2014)

Today, social media serves as an online platform for various purposes of communication and interaction, facilitating the formation of links among users on a large scale. Through the utilization of social media, individuals can establish relationships with many others, engage in discussions on various platforms, and exchange information related to various subjects, including those related to commerce and entrepreneurship. (Rahmatullah & Dwi Yuliati, 2022). Kaplan and Haenlein in (Anand & Rahmansyah, 2021) classifies social media as including collaborative projects, content media, social networking sites, blogs and microblogs, virtual games, and virtual social worlds. Social

media allows people to grow their business by increasing traffic and search rankings, communicating in real time, getting actual information, and building relationships quickly and widely (Kustiawan et al., 2022; Langi et al., 2022).

Based on the description above, researchers are interested in knowing more about the influence of the family environment and social media on entrepreneurial interest among students of SMKN 4 Garut, West Java.



Gambar 1: Research Rationale Framework
Source: Findings derived from the researchers' study

B. RESEARCH METHODS

In this quantitative study, associative techniques were used to measure the impact of family environment and social media on the entrepreneurial interest of 730 students at SMK Negeri 4 Garut, who were enrolled in the twelfth grade of the 2022 school year.

Table 1. Number of Students

No t.	Mayor	Student
1.	Agribusiness Agricultural Product Processing	71
2.	Perkebunan	104
3.	Farm	55
4.	Automotive	132
5.	Multimedia	141
6.	Analytical Chemistry	74
7.	Kehutanan	82
8.	DKV	71
	Sum	730

Source : SMKN 4 Garut

From the above population, a sample of 258 students was taken, and data collection was carried out which included field research, questionnaire distribution and documentation studies. Entrepreneurial interest (Y) is the dependent variable of the study, while the independent variable consists of family environment (X1) and social media (X2).

C. RESULTS AND DISCUSSION

Result

The results of the Validity and Reliability Test show that the research instrument is declared valid and reliable. Furthermore, data analysis was carried out using Classical Assumption Test Techniques (Normality Test, Linearity Test, Multicollinearity Test and Heteroscedasticity Test as well as Multiple Linear Regression Test and Research Hypothesis Test (t Test, F Test, Determination Coefficient)

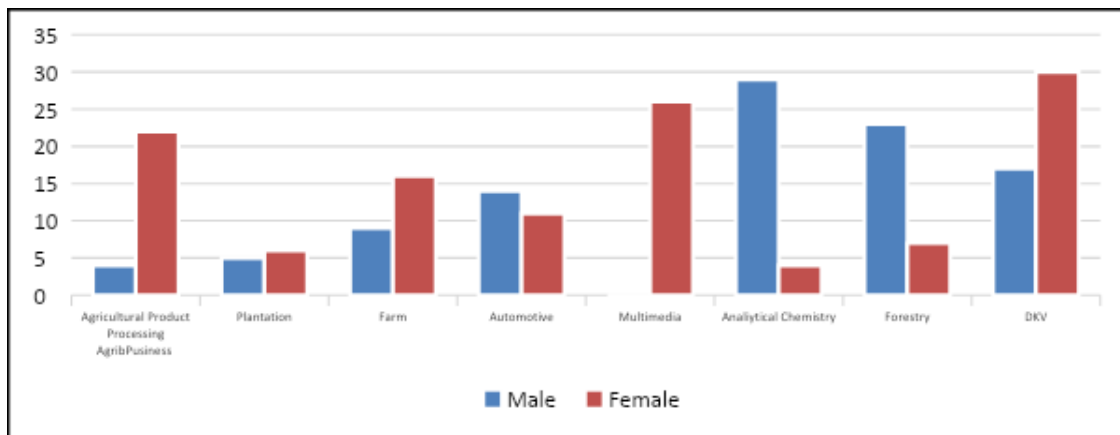


Figure 2. Characteristics of respondents by gender
Source: Findings derived from the researchers' study

Classical Assumption Test Results

a. Normality Test

Table 2. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		223
Normal Parameters ^{a, b}	Mean	.0000000
	Std. Deviation	3.27558939
Most Extreme Differences	Absolute	.057
	Positive	.056
	Negative	-.057
Test Statistic		.057
Asymp. Sig. (2-tailed)		.074 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The level of asim. Sig. 0.074 is greater than 0.05, according to the results of data normality testing, indicating that the distribution of the data of this study is normal.

Linearity Test

Table 3. Linearity Test

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Unstandardized Residual * Unstandardized Predicted Value	Between Groups	(Combined)	1666.531	157	10.615	1.437	.049
		Linearity	.000	1	.000	.000	1.000
		Deviation from Linearity	1666.531	156	10.683	1.446	.046
	Within Groups		480.167	65	7.387		
	Total		2146.697	222			

The results showed that the relationship between the independent variable and the dependent variable was linear, with a calculated F value of 1.437 for family environment variables and a calculated F value of 1.446 for social media variables.

Test Multicollinearity

Analysis using SPSS shows that there is no multicollinearity in both independent variables, family environment and social media, because both have tolerance values greater than 0.1 which is 0.755, and VIF values lower than 10 which is 1.325.

a. Heteroscedasticity Test

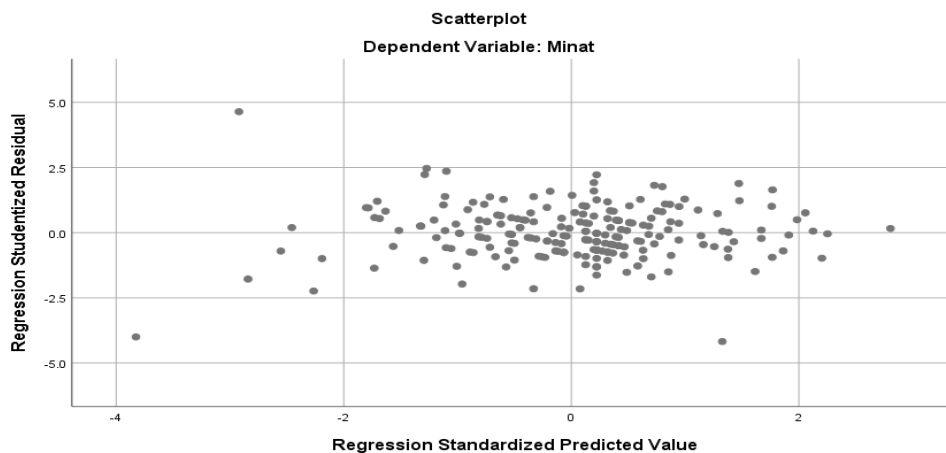


Figure 3. Heteroscedasticity test results

The fact that the dots did not form a clear and irregular pattern suggests that the study did not show heteroscedasticity.

b. Linear Regression Test

Analysis using SPSS showed that a constant coefficient of 13.611, a family environment coefficient of 0.240, and a social media coefficient of 0.181 were obtained based on the results of SPSS data processing. So, the regression equation is $Y = 13.611 + 0.240X_1 + 0.181X_2$.

Namely: the family environment has a coefficient value of 0.240 and is positive,

which indicates that every increase of 1 unit in the family environment will increase the student's entrepreneurial interest by 0.240; 2), and Social Media has a coefficient value of 0.181 and is positive, indicating that every increase of 1 unit of social media will increase students' entrepreneurial interest by 0.181.

Hypothesis Test Results

T Test

The goal is to find out how the independent variable affects the dependent variable. The table of t test results shows that the t value of the family environment is 6.971 and the t value of the table is 1.551, which shows that there is an influence of variable X1 on variable Y (family environment affects entrepreneurial interest).

Based on the table of t test results, it is known that the tcount value for Social Media is 4.910 while the tcount value is 1.651. meaning the influence of variable X2 on variable Y (Social Media affects entrepreneurial interest).

Test F

Table 4. F Test Results

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1378.917	2	689.458	70.658	.000 ^b
	Residual	2146.697	220	9.758		
	Total	3525.614	222			

a. Dependent Variable: Entrepreneurial Interest

b. Predictor: Family Environment

The F test result table shows F count 70.658, and F table with significance level (α) = 5% shows F table 3.03, so Fcalculate is greater than F Table. This shows that Ho is not welcome and Ha is accepted. Research shows that family environments and social media influence students' interests.

a. Coefficient of Determination Analysis (R2)

Table 5. Results of the Coefficient of Determination (R2)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.625 ^a	.391	.386	3.124

The R2 (R Square) figure is 0.391, or 39%, which indicates that family environment and social media variables influence the entrepreneurial interest variable by 39%. Other variables outside the study affected 61% of the total.

Statistical analysis using the t-test (partial test) showed that the calculated t value of 6.971 exceeded the critical t-table value of 1.551. This shows a significant influence on family environment variables on entrepreneurial interest variables. In addition, calculated significance values less than the standard significance threshold, specifically $0.00 < 0.05$, indicate acceptance of alternative hypotheses, denoted as Ha. Thus, it can be concluded

that family arrangements exert a substantial and beneficial impact on students' propensity towards entrepreneurship.

The results of research and analysis of t test values (partial tests) show that the calculated t value is greater than the table t value, with a Social Media t value of 4.910 and a table t value of 1.551, which means that social media variables affect the entrepreneurial interest variable. Furthermore, the calculated sig value is smaller than the standard sig value, which is 0.00 less than 0.05, indicating: the hypothesis is accepted, i.e. social media influences students' entrepreneurial interest.

The results of the F test (simultaneous test) show that the calculated F value is 70.658, while the F table is known to be 3.03 based on the F table with a significance level (α) = 5%. Therefore, the value of Count is greater than Ftable, which is 70.658, greater than 3.03, and the calculated significance value is smaller than the standard significance, which is 0.00 less than 0.05. This means H_0 is not welcome and H_a is accepted. That is, student interest is strongly influenced by two variables, namely family environment and social media. In addition, the results of the calculation of the coefficient of determination (R Square), it was concluded that the independent variables of family environment and social media in this study could have an effect of 39 percent on the dependent variable of entrepreneurial interest. The research conducted resulted in the conclusion that students' interest in entrepreneurship is influenced by the family environment and social media.

Discussion

Research and data analysis have conclusively shown that the social environment significantly influences the development of interest in entrepreneurship. Interviews, observations, and questionnaire findings of respondents suggest that the family environment, especially contact between children and parents, primarily encourages adolescent interest in entrepreneurship. Teenagers born and raised in families that own their own businesses serve as great role models and sources of inspiration to cultivate similar interests. In addition, entrepreneurial parents typically offer substantial emotional and financial assistance to facilitate their children's entrepreneurial growth. For example, the provision of this emotional support fosters a strong sense of self-confidence, allowing children to come up with innovative ideas and boldly embrace risk. Instilling family values such as independence, ingenuity, tenacity, and responsibility fosters confidence to acquire knowledge, fearlessly embraces failure, and demonstrates a high level of creativity.

Social media support plays an important role in promoting entrepreneurial interest among teenagers. In this day and age, teenagers can't resist taking advantage of the internet and engaging with social media platforms. Social media has an important role in facilitating communication and conveying diverse knowledge to children, especially students at SMKN4 Garut. Social media effectively overcomes geographical and temporal barriers, facilitating easy access to diverse information. According to interviews conducted, it was proven that students from SMKN4 Garut have the ability to easily recognize fellow teenagers who have similar business interests, thus facilitating their ability to express themselves without hindrance. Teens can leverage social media platforms to forge relationships with entrepreneurial individuals, wealthy corporations, and other interesting narratives. Observing the accomplishments of others can spark curiosity and offer motivation for individuals to start their own entrepreneurial ventures. Social media platforms also serve as a means to disseminate information regarding

entrepreneurial prospects, industry patterns, and diverse business-related assets. Users can get current news, case studies, and market information to enhance their understanding of the business world. Some teens use social media to network and contact with other teens starting entrepreneurial ventures, potential mentors, and potential business collaborators. These meetings offer the prospect of acquiring knowledge, exchanging experiences, and receiving help from the entrepreneurial community. Social media platforms like Instagram, Facebook, and Twitter offer opportunities for small businesses to promote and build their brands. The platform allows businesses to use creative and innovative marketing strategies. In addition, they provide teens with access to courses and training in business and management skills, fostering their enthusiasm for entrepreneurship.

D. CONCLUSION

The family environment has a great and favorable impact on students' propensity towards entrepreneurship. Teenagers who are born and grow up in families that have their own businesses become positive examples and become inspirations to develop common interests, also provide good emotional and financial support for the entrepreneurial development of their children, giving rise to independence, innovation, perseverance and responsibility as well as high creativity.

Social media support is also very significant in fostering entrepreneurial interest in teenagers. Social media is very helpful in communication and interaction between teenagers in developing their interest in entrepreneurship. The results of this study are in line with this study.

This research shows that students' interest in entrepreneurship is significantly influenced by two variables, namely family environment and social media. In addition, the results of the coefficient of determination (R Square), it was concluded that the independent variables of family environment and social media in this study were able to influence 39 percent of the dependent variables of entrepreneurial interest.

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