

The Influence of Attitude, Education and Family Environment on Entrepreneurial Intention among Youth During The Covid 19 Pandemic

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Abstract. The Covid-19 pandemic has influenced people's behaviour in responding to social problems, especially the Entrepreneurial Intention among young people who demand to live independently and independently. This study examines the effect of Attitude, Education, and Family Environment on Entrepreneurial Intention among Young People during the Covid-19 period. This study used a quantitative approach with a non-experimental or survey research design. This research involved young people in the Garut Regency area who had attended formal and non-formal entrepreneurship education. The results of this study indicate that (1) Attitude has a significant effect on Entrepreneurial Intention by 41.2%, (2) Education has a significant effect on Entrepreneurial Intention by 50.9%, (3) Family Environment has a significant effect on Entrepreneurial Intention by 61.3% (4) Attitude, Education, and Family Environment have a significant effect on Entrepreneurial Intention by 68.5% and the rest is influenced by variables not mentioned in this research.

1. Introduction

Entrepreneurship are positive factors of production that can encourage and utilize other resources such as natural resources, capital and technology to create wealth and prosperity, by opening new jobs, new income, as a driving force for economic activity and producing products or services that are needed by the community, then the development of entrepreneurship is an obligation for every development (1–3). The level of entrepreneurship in Indonesia still needs to be improved to India and Malaysia. At present economic growth in India has succeeded in adding and producing new entrepreneurs, where the entrepreneurial rate in India is 7 per cent (CNBC Indonesia). Meanwhile, entrepreneurship reaches 5 per cent of the total population in Malaysia. The growth of entrepreneurs in Indonesia is relatively slow compared to India and Malaysia, which in 2016 was recorded at 1% and in 2018, the change only reached 3.1% of Indonesia's population. (4).

Unemployment and poverty are still significant concerns in every country worldwide, especially in Indonesia. The Central Statistics Agency (BPS) noted that the number of unemployed people in Indonesia reached 8.75 million in February 2021. This number increased by 26.26% compared to last year's 6.93 million people. Although, the unemployment rate decreased compared to 10.44% compared to August 2020, which reached 9.77 million people (5).

Table 1. Working Age Population and Labor Force (2021)

Source : www.bps.go.id

Status of Employment Conditions	Feb 2020	Aug 2020	Feb 2021	Feb 2020 – Feb 2021	Aug 2020- Aug 2021		
	Million People	Million People	Million People	Million People / Percent	Million People /Percent	Million People /Percent	Million People /Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Working age population	202.60	203.97	205.36	2.76	1.36	1.39	0.68
Workforce Work	140.22 133.29	138.22 128.45	139.81 131.06	-0.41 -2.23	-0.29 -1.67	1.59 2.61	1.15 2.03
Unemployment Non Workforce	6.93 62.38	9.77 65.75	8.75 65.55	1.85 3.17	26.26 5.08	-1.02 -0.20	-10.44 -0.30

Table 1 illustrates the phenomenon of unemployment and poverty caused by a comparison between the number of offered job opportunities that are not proportional to the number of graduates or the supply of new workers at various levels of education. The high unemployment rate in Indonesia is caused by a person's high dependence on the government. Individuals prefer to work in government-owned institutions compared than trying to open their businesses (6). Entrepreneurship has a significant influence on reducing unemployment in various countries. Entrepreneurial activities can automatically absorb labour to provide job opportunities for the unemployed. Developing multiple entrepreneurs in Indonesia is hoped to reduce the number of unemployed people (7). In addition, entrepreneurship also allows someone to improve the quality of life economically without having to depend on other people. Entrepreneurship can move a country because it is believed to be the foundation of economic growth and the welfare of the international community (2,8).

Before starting a business, one must have a severe interest in oneself because every behaviour or action is preceded by genuine interest. A claim is needed as the first step in starting an entrepreneurship (9). Interest captures the extent to which people are motivated and willing to perform a behaviour (10). Entrepreneurial interest can arise from various factors, such as self-confidence, entrepreneurial education, a decent life expectancy if the business is successful, the existence of advice and support from the environment, the belief in entrepreneurial competency, entrepreneurial experience, and the work factor of people. As an entrepreneur, the character dares to take risks, the need for achievement and achievement. Interest is assumed to capture the motivational factors that influence behaviour. The stronger the pull to engage in the behaviour, the more likely the performance will be. (11,12).

Attitude is all actions and actions that are based on the convictions and beliefs that are owned (13). An entrepreneurial attitude is a tendency to think, feel and behave of employees at work, which leads to efforts to find, create, and implement new ways of working, technology and products by increasing efficiency by providing exemplary service to obtain higher profits. The inability to compete and the low level of management of entrepreneurial attitudes is a challenge for small business actors to grow and develop towards business independence. On the other hand, there is a need for small business growth based on entrepreneurial values and an entrepreneurial spirit in the hope of shaping the behaviour of small businesses in increasing economic growth. Attitudes influence all the decisions we make or choose (14).

Entrepreneurship education not only provides a theoretical foundation regarding the concept of entrepreneurship but shapes an entrepreneur's attitude, behaviour and mindset (15). Higher education obtained at school is expected to be able to develop self-employment and not the other way around who can only wait for vacancies (16,17). The main goal of entrepreneurship education is to change students'

views, behaviour and interests so that they understand entrepreneurship, have an entrepreneurial mindset and later become successful entrepreneurs building new businesses to open up new job opportunities. Entrepreneurship learning methods must be able to transfer not only knowledge and skills but also the ability to realize a real business and acquire the spirit of entrepreneurship itself. (18).

Another factor that can influence the Entrepreneurial Intention is the environment. The role of the domain is vital to foster an Entrepreneurial Intention for someone (19). The environment in the form of "role models" also influences Entrepreneurial Intention. Role models usually look to parents, other family relatives, friends, spouses or successful entrepreneurs. The family environment, especially the parents, plays a vital role in the future direction of their son. The family environment is the environment where children first receive an education. Based on the description of the problems above, this research has a strategic position to answer the phenomena that exist in today's society.

2. Literature Review

2.1 Entrepreneurial Intention

Many factors influence the development of a person's soul, including the development of entrepreneurial interests, such as motivation, interests, ethnic background (culture), gender, socioeconomic status, and neighbourhood (besides formal education). The theory of Planned Behavior states that interest is an intermediate variable that causes behaviour from an attitude or other variables. (20). Interest itself indicates how hard people are willing to try and how much effort they plan to perform a behaviour. Generally, the stronger the interest in engaging in a behaviour, the more likely it is to act. However, it must be clear that behavioural interest can find expression in behaviour only when the will controls the conduct in question (17). Interest itself indicates how hard people are willing to try and how much effort they plan to perform a behaviour. Generally, the stronger the interest in engaging in a behaviour, the more likely it is to act. However, it must be clear that behavioural interest can find expression in behaviour only when the behaviour in question is under the control of the will (21). Perceptions of behavioural control will influence a person's interest in behaving. Perceived behavioural control describes the feeling of an individual's ability to perform a behaviour. Perceived behavioural control refers to a person's perception of whether or not it is difficult to carry out the desired behaviour, related to beliefs about whether or not the resources and opportunities needed to carry out specific behaviours will be available. Perceptions of behavioural control will also influence a person's interest in behaving. Perceived behavioural control describes the feeling of an individual's ability to perform a behaviour. Perceived behavioural control refers to a person's perception of whether or not it is difficult to carry out the desired behaviour, related to beliefs about whether or not the resources and opportunities needed to carry out specific behaviours will be available. (22). It will likely be easier to develop companies and achieve tremendous success in the future when students have an orientation to enter the world of entrepreneurship from a young age. There are six dimensions to measure variable Entrepreneurial Intention: independent, improve the economy, happy entrepreneurship, enthusiastic entrepreneurship, and active entrepreneurship.

2.2 Attitude

Attitude is a tendency to respond in a certain way or give a positive or negative assessment (23). Attitude is a critical factor in determining individual success in entrepreneurship. This is due to the entrepreneurial career choice process that involves individuals. Attitude is generally defined as influence, rejection, judgment, like or dislike, or positivity or negativity towards a psychological object (24). Attitude is a mental or emotional readiness for some action on something appropriate. In addition, it can be interpreted as learning and how individuals react to situations and determine what they are looking for in life. Attitudes can affect a person's interest in carrying out entrepreneurial activities from a person's decision to take risks or tend to avoid them.

Entrepreneurship is a person's soul, expressed through creative and innovative attitudes and behaviour to carry out an activity. The purpose of entrepreneurship learning is not only directed at producing business entrepreneurs but includes all professions based on an entrepreneurial spirit or

entrepreneur (25). Individuals who show a positive attitude towards entrepreneurship are more likely to become an entrepreneur and believe that entrepreneurship is not just a method for survival but a way to achieve self-actualization. In the context of entrepreneurship, according to (26) Describes that entrepreneurial attitude is the tendency to react effectively in responding to the risks faced in a business that can be measured by a scale of entrepreneurial attitudes with indicators: 1) Making decisions, (2) Responsibility, (3) Making progress, (4) Sense curious, and (5) Skill.

2.3 Education

Entrepreneurship education is a goal intervention by instructors in the life of a student by providing entrepreneurial knowledge and skills that are useful for students to survive in the business world (27). Entrepreneurship education is an educational program that aims to provide knowledge, skills and motivation to encourage success in entrepreneurship and foster an entrepreneurial spirit. (28). Entrepreneurship education is related to education and training programs that try to direct entrepreneurial behaviour or provide elements that influence a person's intentions, such as entrepreneurial knowledge, and foster a desire/Entrepreneurial Intention through efforts to hold entrepreneurial activities. (29). Entrepreneurship Education is content, methods and activities that support the development of motivation, competence and experience that makes it possible for students to apply, manage and participate in the process of providing added value. (30). Entrepreneurship education which includes content, methods, and activities shown to provide or develop entrepreneurial knowledge, mindset, attitudes, motivation, skills, and experience (30).

2.4 Family Environment

The family environment is all physical/social natural phenomena that affect or are affected by individual development. The family environment is the first social environment where a child develops and grows from an early age. A family is a group of people living together in a shared living space where each family member feels an inner connection and thus influences, cares for, and hands over to one another(21). The role of the family in child development is the social environment introduced to children or that a child knows social life first in the family environment. The interaction between family members with one causes a child to realize that he functions as a social being (31). The status of the family environment can affect the child's career and work in the future. The family environment is very influential on the growth and development of children. The social climate influencing learning activities is parents and the student's families. Parental characteristics, family management practices, family tensions, and family demographics can all positively or negatively impact a person's learning and outcomes. All situations in the home environment can significantly affect a child's development, including in terms of job choices(32).

Based on this, the family environment is the smallest group in society and is the foundation for the growth and development of children. The home environment provides children with parental attention, affection, encouragement, guidance, and example, which enables them to develop their children's future lives. The family environment significantly impacts a child's development and career choices, such as family support, insights given, attitudes applied, family background, and the economy, because it can influence children's future in achieving their goals. Therefore, the dimensions of the family environment variable (33), Namely: (1) Support, (2) Insight, (3) Attitude, (4) Background, and (5) Economy.

3. Methods

This study uses a quantitative approach with a research design that is non-experimental/survey research. The participants involved in this study were young people or teenagers who lived in the Garut Regency area with a total of 217,396 people. The questionnaire was determined by the number of samples, of 102 samples. The data analysis used was multiple linear regression analysis using the SPSS statistical tool. This study aims to examine the effect of the independent variable, namely entrepreneurial behaviour,

entrepreneurial education, and family environment on the dependent variable, namely Entrepreneurial Intention. The following is the research model:

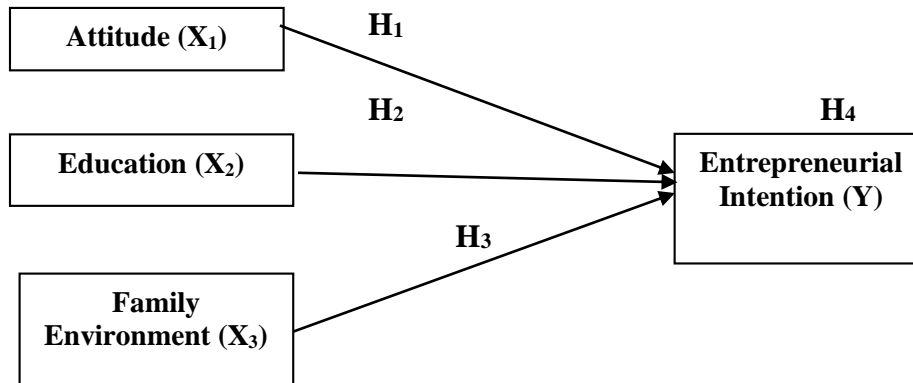


Figure 1. Conceptual Framework

4. Results and Discussion

The normality test is one part of the classic assumption test. The normality test aims to test whether each variable in the study is distributed. The normality test is needed to test other variables by assuming that the residual values follow a normal distribution. The statistical test cannot use parametric statistics if this assumption is violated. Testing the normality of data distribution in this study used the Kolmogorov-Smirnov method. Following are the normality test results obtained as follows:

Table 2. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		102
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.64706759
	Most Extreme Differences	
	Absolute	.065
	Positive	.064
	Negative	-.065
Test Statistic		.065
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Table 2 shows that the Kolmogorov-Smirnov score of 0.065 indicates > 0.05 . It is concluded that there is no difference in the frequency of observations (results) with the frequency of regular expectations, meaning that all data in this study are typically distributed. Thus all the data in this study meet the assumption of normality. Heteroscedasticity testing aims to test the regression model with inequality of variance and residuals from one observation to another.

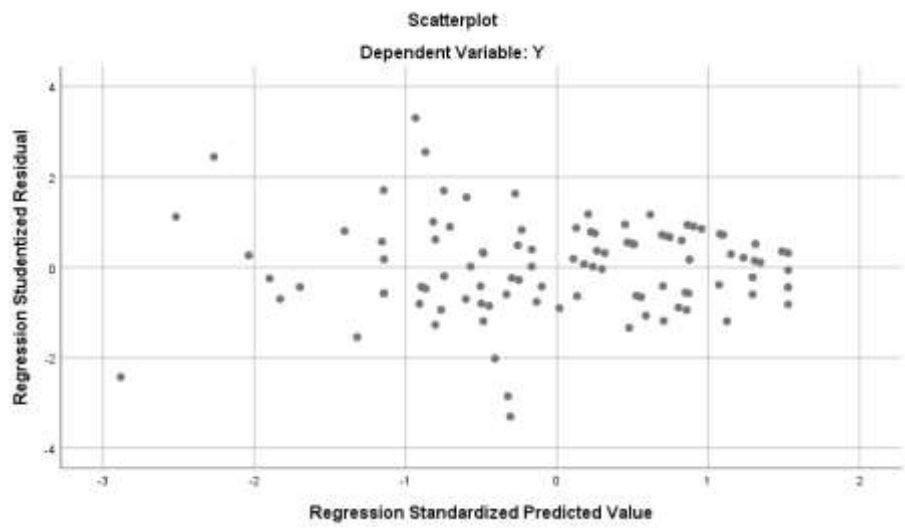


Figure 2. Heteroscedasticity Test Results

The results of the display Scatterplot show the plots spread randomly above and below zero on the Regression Studentized Residual axis. The model formed does not have heteroscedasticity problems, and the regression analysis results will have no consequences or inaccuracies.

2.2 Analysis of the Effect of Attitude on Entrepreneurial Intention

The first analysis was to determine the effect of education on Entrepreneurial Intention expressed by an R-value of 0.509. While the R² value of 0.259 is the coefficient of determination, which means attitudes of 50.9% influence Entrepreneurial Intention. In comparison, 49.1% is controlled by variables not mentioned in this study.

Table 3. Summary Model of the Effect of Education on Entrepreneurial Intention

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.509 ^a	.259	.252	3.14148

a. Predictors: (Constant), education

The second analysis is to determine whether the three dimensions of education affect the Entrepreneurial Intention. This study has a central hypothesis to be tested, namely H2: Education influences Entrepreneurial Intention. The significance value is 0.000 < 0.05, which means H2 is accepted or can be interpreted that education significantly affects an Entrepreneurial Intention.

This study's results indicate a positive influence between Attitudes on Entrepreneurial Intention among young people. Based on the results of partial calculations of the effect of attitudes on Entrepreneurial Intention, a regression coefficient value of 0.098 is obtained. At a significant level of 5% with a substantial discount of 0.000, because the regression coefficient has a positive value and a considerable value (p) < 0.05, it can be concluded that the higher the attitude applied, the greater the Entrepreneurial Intention. Attitude with interest is expressed by an R-value of 0.412. The R² value of 0.170 is defined as the coefficient of determination, which means that attitudes of 41.2% influence Entrepreneurial Intention. In comparison, 58.8% is controlled by variables not mentioned in this study because H1 is

accepted. These results indicate that attitudes significantly affect the Entrepreneurial Intention among young people.

The results of this study support the research that has been done that attitudes significantly influence entrepreneurial interest by showing a significance value of 0.001 in the study (34) That indicates that the role of attitude can affect Entrepreneurial Intention because the higher the attitude that students have in understanding entrepreneurship, the higher their interest of students in entrepreneurship. As well as factors related to attitudes, such as making decisions, responsibility, achieving progress, curiosity, and skills, also support this variable for Entrepreneurial Intention.

2.2 Analysis of the Effect of Education on Entrepreneurial Intention

The first analysis was to determine the effect of education on Entrepreneurial Intention expressed by an R-value of 0.509. While the R² value of 0.259 is a defined coefficient of determination, that means that attitudes of 50.9% influence Entrepreneurial Intention. In comparison, 49.1% is controlled by variables not mentioned in this study.

Table 4. Summary Model of the Effect of Education on Interest

Model	R	Model Summary		
		R Square	Adjusted R Square	Std. Error of the Estimate
1	.509 ^a	.259	.252	3.14148

a. Predictors: (Constant), Education

The second analysis was conducted to find out whether the three dimensions of education affect Entrepreneurial Intention. In this study, there is a main hypothesis to be tested, namely H₂: Education has an influence on Entrepreneurial Intention. The significance value is 0.000 < 0.05 which means H₂ is accepted or it can be interpreted that education has a significant effect on Entrepreneurial Intention.

The results of this study indicate that there is a positive influence between education and Entrepreneurial Intention among young people. Based on the results of partial calculations of the effect of education on the Entrepreneurial Intention, a regression coefficient value of 0.243 is obtained. At a significant level of 5% with a significant value of 0.002, because the regression coefficient has a positive value and a significant value (p) < 0.05, it can be concluded that the higher the education applied, the greater the Entrepreneurial Intention. Education with interest is expressed with an R value of 0.509. While the R² value of 0.259 is expressed as the coefficient of determination which means that Entrepreneurial Intention is influenced by attitudes of 50.9% while 49.1% is influenced by variables not mentioned in this study in the sense that H₂ is accepted. These results indicate that education has a significant effect on the Entrepreneurial Intention among young people. The results of this study support the research that has been done that entrepreneurship education has a significant influence on Entrepreneurial Intention by showing a significance value of 0.011 which indicates that entrepreneurship education has a positive influence on research (35). This means that the better the entrepreneurship education received by young people, the better their Entrepreneurial Intention among young people. Other studies show that entrepreneurship education also has significance by showing a significance value of 0.000 < 0.5 in research. It is known that there is an influence between entrepreneurship education and Entrepreneurial Intention.

This indicates that the role of entrepreneurship education can influence the Entrepreneurial Intention because someone who gains knowledge from entrepreneurship education can implement it as well. As factors related to entrepreneurship education, such as foundation, courage, and ways of thinking, can also support this variable for Entrepreneurial Intention.

2.3 Analysis of the Effect of Family Environment on Entrepreneurial Intention

The first analysis was carried out to determine the effect of the family environment on Entrepreneurial Intention expressed by an R value of 0.613. While the R² value of 0.276 is expressed as the coefficient of determination which means that Entrepreneurial Intention is influenced by the family environment by 61.3% while 38.7% is influenced by variables not mentioned in this study.

Table 5. Summary Model of the Influence of the Family Environment on Interest

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.613 ^a	.376	.370	2.88266
a. Predictors: (Constant), Family Environment				

The second analysis was conducted to find out whether the five dimensions of education affect Entrepreneurial Intention. In this study, there is a main hypothesis that will be tested, namely H3: Family environment has an influence on Entrepreneurial Intention. A significance value of 0.000 < 0.05 means that H3 is accepted or it can be interpreted that the family environment has a significant effect on Entrepreneurial Intention.

The results of this study indicate that there is a positive influence between the family environment and Entrepreneurial Intention among young people. Based on the results of partial calculations of the influence of the family environment on the Entrepreneurial Intention, a regression coefficient value of 0.356 is obtained. At a significant level of 5% with a significant value of 0.000, because the regression coefficient has a positive value and a significant value (p) < 0.05, it can be concluded that the higher the education applied, the greater the Entrepreneurial Intention. Family environment with interests is expressed with an R value of 0.613. While the R² value of 0.276 is expressed as the coefficient of determination which means that Entrepreneurial Intention is influenced by the family environment by 61.3% while 38.7% is influenced by variables not mentioned in this study in the sense that H3 is accepted. These results indicate that the family environment has a significant effect on the Entrepreneurial Intention among young people. The results of this study support research that has been conducted that family environment has a significant influence on Entrepreneurial Intention by showing a significance value of 0.033 which indicates that entrepreneurship education has a positive influence which was carried out by Rachmawati (2022). As for other research conducted by that entrepreneurship education has a significant influence on Entrepreneurial Intention by showing a significance value of 0.000 which indicates that entrepreneurship education has a positive influence.

This indicates that the role of the family environment can influence Entrepreneurial Intention, because if a young person is in a supportive family environment for entrepreneurship, the higher one's intention to do entrepreneurship will be. As well as factors related to the family environment, such as conditions of support, insight, attitude, background, and the economy also support this variable on interest in entrepreneurship.

2.4 Analysis of the influence of attitudes, education and family environment on Entrepreneurial Intention.

The first analysis was conducted to determine the level of influence between attitudes, education, and family environment on interest expressed by an R value of 0.685. While the R² value of 0.469 is expressed as a coefficient of determination which means that Entrepreneurial Intention is influenced by attitude, education, and family environment by 68.5% while 31.5% is influenced by variables not mentioned in this study.

Table 6. Summary Model of the Influence of Attitudes, Education and Family Environment on Entrepreneurial Intention.

Model	Model Summary			
	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.685 ^a	.469	.452	2.68728
a. Predictors: (Constant), family environment, Attitude, education				

The second analysis was conducted to find out whether the five dimensions of education affect Entrepreneurial Intention. In this study, there is a main hypothesis that will be tested, namely H4: Attitudes, Education, and Family Environment have an influence on Entrepreneurial Intention. A significance value of $0.000 < 0.05$ means that H4 is accepted or it can be interpreted that attitude, education, and family environment have a significant effect on Entrepreneurial Intention.

The results of this study indicate that there is a positive influence between Attitude, Education, and Family Environment on Entrepreneurial Intention among young people. Based on the results of partial calculations of the effect of attitude, education, and family environment on the Entrepreneurial Intention, the regression coefficient value is 8.273. At a significant level of 5% with a significant value of 0.000, because the regression coefficient has a positive value and a significant value (p) < 0.05 , it can be concluded that the greater the influence of attitude, education, and family environment, the greater the Entrepreneurial Intention. Attitude, education, and family environment with interest are expressed with an R value of 0.685. While the R² value of 0.469 is expressed as the coefficient of determination which means that Entrepreneurial Intention is influenced by attitude, education, and family environment by 68.5% while 31.5% is influenced by variables not mentioned in this study in the sense that H4 is accepted. These results indicate that attitudes, education, and family environment have a significant effect on the Entrepreneurial Intention among young people.

4. Conclusion

This research has proven that attitudes, education, and the family environment have a positive influence on young people's Entrepreneurial Intention. This proves that to increase Entrepreneurial Intention, entrepreneurship education is needed to instill innovative and creative values in responding to opportunities, creating opportunities as well as entrepreneurial skills and knowledge, because entrepreneurial interest is the starting point of how the business is run and how to manage risk. In addition, the family environment is also needed, especially the encouragement of parents by educating entrepreneurship and strong goals are needed as a form of motivation to be able to foster Entrepreneurial Intention. Entrepreneurial Intention in young people is not only influenced by education and family environment, but there are many other factors that can influence it. Therefore, it is still necessary to carry out further research to examine other factors that influence the Entrepreneurial Intention. However, this research has empirically proven that attitudes, education, and family environment are factors that can influence Entrepreneurial Intention among young people.

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