

Conference Paper

Exploring the Influence of Parental Occupation and Student Creativity on Entrepreneurial Interest Among Vocational Students

Rahmatullah*, Inanna, Tuti Supatminingsih, Sahade, and Mustari

Universitas Negeri Makassar, Indonesia

ORCID

Rahmatullah: <https://orcid.org/0000-0003-4589-21481>

Inanna: <https://orcid.org/0000-0003-4591-9144>

Abstract.

This study aims to determine the interest in entrepreneurship in vocational students who are influenced by the work background of parents and student creativity which is the purpose of this research, using a quantitative approach. Observation methods, questionnaires and documentation were carried out for the data collection method and the entire sample used was 79 students. Data were analyzed using two way ANOVA test, simple correlation test, and ANACOVA test. The results of the study show that parents' work background significantly influences the interest in entrepreneurship. These results illustrate where parents with entrepreneurial work backgrounds have a positive impact on students' interest in entrepreneurship, because entrepreneurial parents generally have a tendency to evaluate higher entrepreneurship. Student creativity has a significant influence on the interest in entrepreneurship. Entrepreneurial interest is significantly influenced by parents' work background and students' creativity. This shows that these two factors play an important role in shaping students' interest in entrepreneurship. SMK as a formal educational institution has a role in increasing student entrepreneurial creativity by maximizing teaching and learning activities and strengthening job training and entrepreneurship training.

Keywords: parents' work background, student creativity, entrepreneurial interest

Corresponding Author:

Rahmatullah; email:

Rahmatullah@unm.ac.id

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1. Introduction

Even though Indonesia has many natural resources and rich human resources, the reality is that there are still many unemployed people in this country[1]. The increasing number of unemployed in Indonesia is a major challenge and a serious problem that is difficult to overcome[2]. Even today's unemployment is not only unemployment caused by low education, but an increase in unemployment also occurs because the number of graduates is not proportional to the available job opportunities.[3]. Therefore, it is also feared that the number of educated unemployed will always increase along with the number of graduates who are also increasing[4]. Likewise with graduates of Vocational

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High Schools (SMK) who cannot avoid the problem of unemployment. Even though SMK as secondary education is designed to develop students' abilities to do work in certain fields and it is hoped that SMK graduates can become skilled workers, increase professionalism, be efficient, and be independent based on their abilities. However, in reality, SMK graduates still have the highest number of unemployed in Indonesia. According to [5] the large number of students looking for work and not thinking about creating jobs is the cause of the large number of educated unemployed. For this reason, it is very important to form student awareness to create jobs so that the problem of unemployment can be overcome.

One way that can be implemented in creating jobs with entrepreneurship. Entrepreneurship as an activity in running a business or process to do new and different things [6]. According to [7] which explains that entrepreneurship is a way out in solving labor problems. Meanwhile, [8] said that with entrepreneurship jobs can be created, which in turn is able to support the economy by reducing the number of unemployed. So, students' interest in entrepreneurship is important to learn because by making students have an interest in entrepreneurship is the first step in creating new entrepreneurs [9].

The existence of interest makes students feel interested in something or a feeling of liking an activity, without being prompted [10]. With the awareness that arises from within to start a business because there is a feeling of being attracted to the business world, a feeling of pleasure arises in doing so. Motivation, creativity and self-confidence also influence the interest in entrepreneurship [11]. This causes an interest in entrepreneurship to be created as a form of desire to run a business [12]. That way the interest in entrepreneurship makes students interested in a business that can encourage or desire to obtain it [13]. In line with opinion [14] who said the interest in entrepreneurship can be known from the willingness to work hard. So, if students have the desire and are ready to become entrepreneurs, then students do not need other people to get jobs, but students can create their own jobs [15].

Entrepreneurial interest does not just arise, but through a long process that can be started from childhood [16]. Therefore, the formation of entrepreneurial interest in students cannot be separated from the influence of parents' work background. Parents have an important role in directing children's future work after leaving school. Therefore, various parents' work backgrounds can influence the child's mindset in determining the work to be carried out [17]. According to [18] Successful entrepreneurship is carried out by someone who has parents who are also entrepreneurs, because they are experienced in business activities. In accordance with the views [19] who see that children of parents

with entrepreneurial backgrounds are more likely to start their own business or continue their parents' business. This happens because since childhood, children have gained knowledge, experience and skills related to entrepreneurship from their parents[20]. So that during the child's development, ideas can emerge and also an interest in entrepreneurship.

In addition, student creativity also has a role in shaping student interest in entrepreneurship. Creativity is recognized as an important part of entrepreneurship, because one needs to be creative in identifying and taking advantage of opportunities to start a business.[21]. In addition, with creativity, students can create new things, be it real works or ideas that are different from those that existed before.[22]. This is something that entrepreneurs really need so that difficult problems can be overcome. According to[23]Entrepreneur is someone who has creativity and innovation, finds opportunities and takes risks. So that entrepreneurial success cannot be separated from creativity, where if high creativity also causes high interest in entrepreneurship[24]. Supported by research results[25]which reveals that creativity influences the interest in entrepreneurship. That is, if students are very creative it can make students develop their interest in entrepreneurship.

Students who have a high level of creativity are able to maintain a positive attitude and high self-confidence in carrying out entrepreneurial activities[26]. While students who have low creativity will have a negative impact on them choosing entrepreneurship, because when students feel less creative, they might exclude entrepreneurship as their choice.[27]. Therefore, the level of confidence in students' creative abilities will encourage positive attitudes to entrepreneurship[28]Student creativity can arise in situations where students do not plan to think about it[29]. A creativity can also be formed or emerge from the imagination of students, so that students will experience ease in realizing ideas from imagination into creative forms[30]. Student creativity is also influenced by the economic literacy possessed by students[31].

SMK as a formal educational institution has a role in increasing student entrepreneurial creativity by maximizing teaching and learning activities and strengthening job training and entrepreneurship training. Entrepreneurial training or activities can be a vehicle for students to practice entrepreneurship and develop their entrepreneurial spirit[32]. Therefore, this can be an effort to reduce the unemployment of educated graduates of SMK in Polewali Mandar which has a high number of unemployed. In accordance with data from the Central Statistics Agency for Polewali Mandar Regency (BPS, 2022) which shows the number of open unemployed in Polewali Mandar Regency based on education level in 2018-2021, namely:

TABLE 1: Number of Open Unemployment by Education in Polewali Mandar Regency.

Level of education	Number of Open Unemployment			
	2018	2019	2020	2021
No/Not Completed/Completed Elementary School/Junior High School	1 241	1 436	3 295	1 952
SMA/SMK	3 479	3 650	2 556	4 380
Diploma I/II/III/Academy/University	1 751	1 769	1 447	1 312

Source: Central Bureau of Statistics for Polewali Mandar Regency, 2022

The table above shows that SMK graduates still dominate the number of unemployed in Polewali Mandar Regency, so SMKs in Polewali Mandar Regency must make various efforts to increase students' interest in entrepreneurship.

Efforts to support vocational entrepreneurship activities in Polewali Mandar Regency are carried out by improving the quality of learning outcomes through competency training and the ability to produce goods/services by providing online and offline shopping sites as a place to create students who are independent and have an entrepreneurial spirit. Then carry out various programs that support integrated entrepreneurship learning, namely with industrial work practice programs, opening Alfamart classes, production units, and implementing a teaching factory program. From this information, researchers are interested in discussing how the influence of interest in entrepreneurship in students of SMK Negeri 1 Polewali is influenced by the work background of parents and student creativity.

2. Method

A quantitative approach was used in this study with the observation method, questionnaires and documentation carried out as a method of collecting data from the population including all class XI students of SMK Negeri 1 Polewali for the 2021/2022 academic year consisting of 379 students. To determine the sample size using the Slovin formula, the sample size was determined to be 79 students using proportional random sampling as the sampling technique. The different types of variables in this study led to different data analysis, namely using the two-way ANOVA test, simple correlation test, and anacova test.

3. Results and Discussion

3.1. Descriptive analysis

The type of data that is nominal on the parent’s occupational background variable, causes a descriptive statistical analysis not to be carried out. In this study, statistical descriptive analysis was only carried out on the variables of student creativity and entrepreneurial interest. However, it can be explained that the data obtained shows that the work of the fathers of 79 students at SMK Negeri 1 Polewali consists of 20 working as entrepreneurs and 59 are not entrepreneurs. While the mother’s occupation consisted of 17 working as entrepreneurs and 65 non-entrepreneurs. While the results of the descriptive analysis of the variables of student creativity and interest in entrepreneurship are:

TABLE 2: Descriptive Analysis Results.

Variable	Interval Class	Frequency	Percentage	Category
Student Creativity	>94	11	14%	Tall
	73 - 94	57	72%	Currently
	<73	11	14%	Low
Entrepreneurial Interest	>70	11	18%	Tall
	54 - 70	53	67%	Currently
	<54	12	15%	Low

Source: Results of data processing, 2022

In table 2 it is known that the variables of student creativity and interest in entrepreneurship are in the moderate category.

3.2. Classical assumption test

3.2.1. Normality test

This test is used to see whether variable data is normal or not in research.

The significance results in table 3 are $0.200 > 0.05$, meaning that the data shows normal distribution results. Carrying out the normality test on the parent’s occupational background variable, the standard residual normality test is used as follows:

Table 4 shows that the significance of the Kolmogrov-Smirnov results is 0.065, because $0.065 > 0.05$ means that the data shows normal distribution results.

TABLE 3: Normality Test Results.

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residuals
N		79
Normal Parameters, b	Means	,0000000
	std. Deviation	4.81252920
Most Extreme Differences	absolute	,077
	Positive	,077
	Negative	-.057
Test Statistics		,077
asymp. Sig. (2-tailed)		,200c,d
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: Results of data processing, 2022

TABLE 4: Standard Residual Normality Test Results.

	Tests of Normality					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Standardized Residual for Y	,097	79	,065	,984	79	,415
a. Lilliefors Significance Correction						

Source: Results of data processing, 2022

3.2.2. Linearity test

Seeing the relationship of the independent variables that are not or linear in the dependent variable, the linearity test is used.

TABLE 5: Linearity Test Results.

Variable	Mark	Sig level.	Fcount	Ftable	Ket.
Student creativity towards entrepreneurship interest	0.650	0.05	0.872	1,769	linear

Source: Results of data processing, 2022

Table 5 shows that the significance number is $0.650 > 0.05$. Then, the Fcount value is $0.872 < F_{table} 1.769$, so it can be seen that student creativity has a linear relationship to interest in entrepreneurship.

3.2.3. Homogeneity test

A homogeneity test was carried out to prove whether each group is a group with a homogeneous variant.

TABLE 6: Homogeneity Test Results.

Levene's Test of Equality of Error Variance, b					
		Levene Statistics	df1	df2	Sig.
Entrepreneurial Interest	Based on Means	2,119	3	75	,105
	Based on Median	1,858	3	75	,144
	Based on Median and with adjusted df	1,858	3	72,865	,144
	Based on trimmed mean	2,151	3	75	,101

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Dependent variable: Interest in Entrepreneurship

b. Design: Intercept + Employment_Father + Employment_Mother + Employment_Father * Employment_Mother

Source: Results of data processing, 2022

Table 6 shows that the significant value of the parent’s occupational background variable is $0.15 > 0.05$, so it can be concluded that the variable data is homogeneous and meets the homogeneity requirements.

3.3. Hypothesis Test

3.3.1. Two way ANOVA test

The purpose of the results of the two-way ANOVA test is to find out how the interest in entrepreneurship is influenced by the work background of parents.

Table 7 shows that the significance number of the background variable of the parents’ work is based on the data factor of the father’s work and the mother’s work has a role as a fixed factor, having a significant value of 0.016. Because $0.016 < 0.05$ it can be stated that H_a is accepted, so the interest in entrepreneurship is significantly influenced by the work background of parents.

3.3.2. Simple correlation test

The use of a simple correlation test in seeing the magnitude of the influence of student creativity variables on interest in entrepreneurship.

TABLE 7: Two Way Anova Test Results.

Tests of Between-Subjects Effects					
Dependent Variable: Interest in Entrepreneurship					
Source	Type III Sum of Squares	df	MeanSquare	F	Sig.
Corrected Model	658,906a	3	219,635	3,552	,018
Intercepts	187428,260	1	187428,260	3031,202	,000
Father's occupation	177,211	1	177,211	2,866	.095
Job_Mother	179,583	1	179,583	2,904	.092
Occupation_Father * Occupation_Mother	373,923	1	373,923	6,047	,016
Error	4637,474	75	61,833		
Total	309841,000	79			
Corrected Total	5296,380	78			

a. R Squared = .124 (Adjusted R Squared = .089)

Source: Results of data processing, 2022

TABLE 8: Simple Correlation Test Results.

correlations			
		Student Creativity	Entrepreneurial Interest
Student Creativity	Pearson Correlation	1	,812**
	Sig. (2-tailed)		,000
	N	79	79
Entrepreneurial Interest	Pearson Correlation	,812**	1
	Sig. (2-tailed)	,000	
	N	79	79

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Results of data processing, 2022

Table 8 shows a significance number of 0.000 <0.05 and rcount 0.812 > rtable 0.221. Therefore the acceptance of Ha, so the interest in entrepreneurship is significantly influenced by student activity. The Pearson correlation value of 0.812 is in the category close to +1, which means that the relationship is very strong.

3.3.3. ANACOVA test

ANACOVA test is carried out in two separate parts, namely the father's work and the mother's work. Where the factor variable is the parent's work background and the dependent variable is the interest in entrepreneurship and the covariable variable is student creativity.

TABLE 9: ANACOVA Test Results Father's Occupational Factor Variable.

Tests of Between-Subjects Effects					
Dependent Variable: Interest in Entrepreneurship					
Source	Type III Sum of Squares	df	MeanSquare	F	Sig.
Corrected Model	3490,338a	2	1745,169	73,438	,000
Intercepts	118,688	1	118,688	4,994	,028
Creativity_Student	3488,813	1	3488,813	146,813	,000
Father's occupation	,472	1	,472	,020	,888
Error	1806,042	76	23,764		
Total	309841,000	79			
Corrected Total	5296,380	78			

a. R Squared = .659 (Adjusted R Squared = .650)

Source: Results of data processing, 2022

TABLE 10: ANACOVA Test Results Variable Mother Occupational Factors.

Tests of Between-Subjects Effects					
Dependent Variable: Interest in Entrepreneurship					
Source	Type III Sum of Squares	df	MeanSquare	F	Sig.
Corrected Model	3550,973a	2	1775,487	77,310	,000
Intercepts	151,164	1	151,164	6,582	,012
Creativity_Student	3311,760	1	3311,760	144,204	,000
Job_Mother	61,108	1	61,108	2,661	,107
Error	1745,406	76	22,966		
Total	309841,000	79			
Corrected Total	5296,380	78			

a. R Squared = .670 (Adjusted R Squared = .662)

Source: Results of data processing, 2022

In tables 9 and 10 the factor variables of the father's work and the factor variables of the mother's work have the same Corrected Model value, which is 0.000 < 0.05 so that Ha is accepted. So collectively interest in entrepreneurship is significantly influenced by parents' work background and student creativity.

3.3.4. Determination coefficient test

In the results of the child's calculation for the father's work factor variable, the R Square number is 0.659, so the father's work variable and student creativity can explain the variable interest in entrepreneurship by 65.9%. While the remaining 34.1% is explained by other variables. Meanwhile, for the mother's occupational factor variable, the R Square number was 0.067, which means that the mother's work variable and student

creativity can explain 67% of interest in entrepreneurship. While the remaining 33% is explained by other variables.

3.4. Discussion

3.4.1. The effect of parents' occupational background on entrepreneurial interests

The results of the study show that parents' work background significantly influences the interest in entrepreneurship. This finding is in line with previous research conducted by Ahmad & Putra, (2017), which shows that the interest in entrepreneurship is also significantly influenced by the work background of parents. The same goes for the findings [34] who found that entrepreneurial interest was positively and significantly influenced by parents' occupation. These results illustrate where parents with entrepreneurial work backgrounds have a positive impact on students' interest in entrepreneurship, because entrepreneurial parents generally have a tendency to rate higher entrepreneurship. In addition, children are also more often close to the challenges and opportunities associated with entrepreneurial work [35]. Therefore, the family, especially parents, has been recognized as the main formation that adds to children's entrepreneurial awareness [36].

Contrary to the findings [37] which provides an explanation that the interest in entrepreneurship is not influenced by the work of parents. From these results it is explained that in supporting and encouraging children to become entrepreneurs, parents have not done it optimally, especially parents who work as entrepreneurs. According to opinion [38] provides an explanation that experienced parents become a driving force because of views based on entrepreneurial insights owned by parents with the aim of giving advice, so that in the end it influences the decisions to be made.

3.4.2. The effect of student creativity on entrepreneurial interests

Student creativity has a significant influence on the interest in entrepreneurship. In line with the findings [39] which shows that the interest in entrepreneurship is influenced by creativity. In other words, students with high creativity can influence them to excel in starting a business. According to the explanation [40] if creativity is further enhanced, this can encourage interest in entrepreneurship to increase. This is because students who have a high level of creativity allow them to develop various forms of creativity in

entrepreneurship[41]. Because basically an entrepreneur is someone who has a high quality creative soul[42].

Contrary to the findings[43] which shows that entrepreneurial interest is not significantly and negatively influenced by creativity. This is due to the feeling of being afraid of failure when doing something creative on the product to be made. This is contrary to opinion[44] who said that entrepreneurs are required to continue to be passionate, confident, not give up easily, and not be afraid of failure. Therefore, creativity is considered as something that is important to have if someone wants to be an entrepreneur. Because with creativity, entrepreneurs can assess the existence of business opportunities and are able to take advantage of these business opportunities to create new job opportunities[45].

3.4.3. The effect of parents' occupational background and students' creativity on interest in entrepreneurship

Based on the results of previous studies[46], it was found that entrepreneurial interest was significantly influenced by parents' work background and students' creativity. This shows that these two factors play an important role in shaping students' interest in entrepreneurship.

According to[47] parents who have their own business can be role models for their children and will get their children involved in the entrepreneurial activities they carry out. This is in line with the core of entrepreneurship, namely skills in making something different and new by innovating and having a creative mind to create opportunities[48]. According to[49] the importance of creativity in taking advantage of new opportunities for the business being run in order to gain a competitive advantage. The existence of a high interest in becoming an entrepreneur will be a driving force for students to gain courage in entrepreneurship[50]. According to research[51] High interest in entrepreneurship can support the growth and development of a feeling of being ready to become an entrepreneur. For this reason, the problem of interest in entrepreneurship is a very important problem, because with an interest in entrepreneurship it can make students more diligent in finding and using business opportunities in maximizing their abilities.

4. Conclusion

Based on data analysis, it can be concluded that the interest in entrepreneurship in students of State Vocational Schools in Polewali Mandar is significantly influenced by

parents' occupational background and student creativity. In addition, the interest in entrepreneurship among State Vocational High School students in Polewali Mandar is also significantly influenced by the work background of individual parents and the creativity of individual students. Finally, the interest in entrepreneurship among State Vocational High School students in Polewali Mandar is significantly influenced by these two factors together.

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