

THE EFFECT OF AUTONOMY, FAMILY ENVIRONMENT, AND CREATIVITY ON STUDENTS ENTREPRENEURIAL INTENTION

PENGARUH KEMANDIRIAN, LINGKUNGAN KELUARGA, DAN KREATIVITAS, TERHADAP MINAT BERWIRUSAHA SISWA

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Abstract: The Effect of Autonomy, Family Environment, and Creativity on Students Entrepreneurial Intention. This study aims to find out: 1) The Effect of Autonomy on Students Entrepreneurial Intentions of SMK 17 Magelang Academic Year 2018/2019. 2) The Effect of Family Environment on Students Entrepreneurial Intentions of SMK 17 Magelang Academic Year 2018/2019. 3) The Effect of Creativity on Students Entrepreneurial Intentions of SMK 17 Magelang Academic Year 2018/2019. This research is an ex-post facto study with a quantitative approach. The population of the study was 70 students of class X and XI of SMK 17 Magelang Academic Year 2018/2019. Data collection used in this research is questionnaire or questionnaire method. Classical assumption test used are linearity test and multicollinearity test. The hypothesis test used is multiple linear regression test. The results of this research are: 1) There is a positive and significant effect of Autonomy on Students Entrepreneurial Intentions of SMK 17 Magelang Academic Year 2018/2019 as evidenced by $t_{count} = 2.777 > t_{table} = 1.9966$ and $sig. 0.007 < 0.05$. 2) There is a positive and significant effect of Family Environment on Students Entrepreneurial Intentions of SMK 17 Magelang Academic Year 2018/2019 as evidenced by $t_{count} = 3.833 > t_{table} = 1.9966$ and the value of $sig. 0.000 < 0.05$. 3) There is no positive and significant effect of Creativity on Students Entrepreneurial Intentions of SMK 17 Magelang Academic Year 2018/2019 as evidenced by $t_{count} = 0.005 < t_{table} = 1.9966$ and $sig. 0.996 > 0.05$.

Keywords: Autonomy, Family Environment, Creativity, Entrepreneurial Intentions

Abstrak: Pengaruh Kemandirian, Lingkungan Keluarga, Dan Kreativitas, Terhadap Minat Berwirausaha Siswa. Penelitian ini bertujuan untuk mengetahui: 1) Pengaruh Kemandirian terhadap Minat Berwirausaha Siswa SMK 17 Magelang Tahun Ajaran 2018/2019. 2) Pengaruh Lingkungan Keluarga terhadap Minat Berwirausaha Siswa SMK 17 Magelang Tahun Ajaran 2018/2019. 3) Pengaruh Kreativitas terhadap Minat Berwirausaha Siswa SMK 17 Magelang Tahun Ajaran 2018/2019. Penelitian ini adalah merupakan penelitian ex-post facto dengan pendekatan kuantitatif. Populasi penelitian sebanyak 70 siswa kelas X dan XI SMK 17 Magelang Tahun Ajaran 2018/2019. Pengumpulan data menggunakan metode angket atau kuesioner. Uji asumsi klasik menggunakan uji linearitas dan uji multikolinearitas. Uji hipotesis yang digunakan adalah uji regresi linear berganda. Hasil dari penelitian ini adalah: 1) Terdapat pengaruh positif dan signifikan Kemandirian terhadap Minat Berwirausaha Siswa SMK 17 Magelang Tahun Ajaran 2018/2019 dibuktikan dengan $t_{hitung} = 2,777 > t_{tabel} = 1,9966$ dan nilai $sig. 0,007 < 0,05$. 2) Terdapat pengaruh positif dan signifikan Lingkungan Keluarga terhadap Minat Berwirausaha Siswa SMK 17 Magelang Tahun Ajaran 2018/2019 dibuktikan dengan $t_{hitung} = 3.833 > t_{tabel} = 1,9966$ dan nilai $sig. 0,000 < 0,05$. 3) Tidak terdapat pengaruh positif dan signifikan Kreativitas terhadap Minat Berwirausaha Siswa SMK 17 Magelang Tahun Ajaran 2018/2019 dibuktikan dengan $t_{hitung} = 0,005 < t_{tabel} = 1,9966$ dan nilai $sig. 0,996 > 0,05$.

Kata Kunci: Kemandirian, Lingkungan Keluarga, Kreativitas, Minat Berwirausaha

INTRODUCTION

Education plays a primary role in the development of construct from the past, present, and in the future. Based on Law No. 20 of 2003 articles 3, national education aims to develop the potential of students to become human beings who have faith and devotion to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become responsible and democratic citizens. The realization of this educational goal is carried out with education at an early age, elementary school, junior high school and senior high school. Vocational High School is one of the levels of secondary education with the specialty of preparing graduates to be ready to work by their respective fields.

The aim of implementing vocational education is to create graduates who are ready to enter the workforce in certain fields of expertise. According to the National Education System Act Article 15 of the Ministry of National Education (2003) it is stated that Vocational Education is secondary education that prepares students to work in certain fields. To support this goal, Dual System Education (PSG) was designed, as an embodiment of policy and Link and Match. In the process, this PSG is carried out in institutions (places), namely in schools and in the workforce. This effort is

carried out to improve the quality of graduates of Vocational Schools in creating the relevance of education with the demands of labor requirements.

The existence of SMKs in preparing skilled middle-level workforce still needs to be improved. Not all vocational graduates can meet the demands of employment according to their specialization. This is because there is a gap between the skills possessed by SMK graduates and the skills needed in the workforce. This gap resulted in many SMK graduates who are still unemployed. As stated in the Central Statistics Agency (BPS), the number of unemployed people until February 2018 reached 6.87 million. Of that number, most are graduates of Vocational High Schools (SMK). From BPS data quoted on Monday (05/07/2018), in February 2018, the open unemployment rate (TPT) for vocational secondary education still occupies the highest position, namely Elementary School TPT (SD) of 2.67%, School TPT Middle School (SMP) is 5.18%, High School TPT (SMA) is 7.19% and TPT of Vocational High School (SMK) is 8.92%.

One way to suppress and reduce unemployment is entrepreneurship. According to David McClelland, a country can be declared a developed country, one of the indicators is that at least 2% of the population conducts entrepreneurship.

However, for most developed countries the number of entrepreneurs has reached above 14%. Meanwhile, for Indonesia, the number of entrepreneurs is still very small, at 3.1% (Joko Widodo, 2018). According to Saiman (2009: 43), entrepreneurship is an effort in creating business activities based on the willingness and desires of oneself. With entrepreneurship, it can create extensive employment opportunities, not depend on others in getting jobs and can help the government reduce unemployment by opening jobs. Saiman (2009: 43) also added that entrepreneurs are people who have entrepreneurial traits such as taking risks, never giving up and having a strong will to succeed in managing their business based on their abilities and willingness. Also, an entrepreneur has a higher income than being an employee. Entrepreneurship can also help increase domestic income through the tax sector.

Today, entrepreneurial intention is still very lacking, especially for SMK graduates. Calculated, in 2017 alone from 1.4 million SMK graduates, only around 2.5% or as many as 40 thousand students were involved in the business world. According to Bakhrun as the Director of Vocational Education Development of the Ministry of Education and Culture (February 1, 2018), said "Out of 20 students, there are five who become

entrepreneurs that are already extraordinary. But it must be improved, so in 2018 we will focus on assisting vocational students. "Whereas, from the results of the Pre-Research questionnaire at SMK 17 Magelang with as many as 20 students showing 35% or 7 students interested in entrepreneurship after graduating later and 65% or as many as 13 students showed no interest in entrepreneurship after graduating later with a choice of 50% or as many as 10 students choose to immediately look for work and 15% or as many as 3 students choose to continue their education to a higher level, namely the University. Interest develops because of involvement in activities that give strong attraction. Benefit is the feeling of being connected with an object outside the individual. Feelings of pleasure can encourage individuals to do something such as giving attention to objects, learn or join with the purpose. Interest is one of the factors that determine one's job choice. According to Mustofa (2014), entrepreneurial intention is a focus on entrepreneurship because of the feeling of liking and accompanied by the desire to learn, know and prove further towards entrepreneurship.

Autonomy is a state of being able to stand alone, not dependent on others (Indonesian Language Dictionary). Also, people who have an independent attitude

are people who know what they are doing because they are aware of what they are aiming for. This is important for an entrepreneur who must know what he is going to do, and that is the thing he wants to aim at.

The family environment is the closest and main environment for individuals (Semiawan, 2010: 1). The family environment consists of Father, Mother, Brother/Sister, and all other closest families. Fathers and mothers or often referred to as parents will influence their future, especially in terms of their job selection.

Creativity is thinking something new (Suryana, 2003). Entrepreneurial creativity is the ability of an entrepreneur to create new ideas and new ways to solve problems, find opportunities, or create something new so that it is useful and can meet the needs of life for himself and others.

The results of this study are reinforced by the research of Riska Amelia Kamil, Yogyakarta State University (2018) entitled "*Pengaruh Efikasi Diri, Kemandirian, dan Lingkungan Keluarga Terhadap Minat Berwirausaha Siswa Kelas XI Akuntansi SMK YPPK 2 Sleman Yogyakarta Tahun Ajaran 2017/2019*". The results showed that: 1) There was a positive and significant effect of Self-Efficacy on Entrepreneurial Intention in

Class XI Accounting Students of YPKK 2 Sleman Vocational School 2017/2018 Year; 2) There is a positive and significant influence of Autonomy on Entrepreneurial Intention in Accounting Class XI Students of YPKK 2 Sleman Vocational School 2017/2018 Year; 3) There is a positive and significant influence of the Family Environment on Entrepreneurial Intention in Grade XI Students of YPKK 2 Sleman 2017/2018 Academic Year; 4) There is a positive and significant effect of Self-Efficacy, Autonomy, and Family Environment together on Entrepreneurial Intention in Class XI Students of YPKK 2 Sleman 2017/2018 Academic Year. The difference in the research of Riska Amelia Kamil, UNY (2018) with the research that will be conducted by the researcher is the independent variable of Self-Efficacy belonging to Riska Amelia Kamil different from the independent variable that will be examined by the researcher namely Creativity.

This research is also supported and reinforced by the results of Marriva Karnia Putri, Sanata Dharma University (2018) entitled "*Pengaruh Faktor Kepribadian dan Lingkungan Keluarga Terhadap Minat Berwirausaha*". The results showed that: 1) There was a positive and significant influence of Personality Factors on Entrepreneurial Intention; 2) There is a positive and significant influence of the

Family Environment on Entrepreneurial Intention; 3) There is a positive and significant influence of Personality Factors and Family Environment together on Entrepreneurial Intention. The difference in the research of Marriva Karnia Putri, Sadhar (2018) with the research that will be examined by researchers is that the independent variable that will be examined by researchers is independence and creativity are not personality factors.

In line with the previous three studies, these results were also reinforced by the results of the study of Wendita Lastrina, Sanata Dharma University (2018) entitled "*Analisis Pengaruh Motivasi Berprestasi, Kepemimpinan, dan Kreativitas Terhadap Minat Berwirausaha Mahasiswa*". The results of the study show that: 1) There is no positive and significant effect of Achievement Motivation on Student Entrepreneurial Intention; 2) There is a positive and significant influence of Leadership on Student Entrepreneurial Intention; 3) There is no positive and significant effect of Creativity on Student Entrepreneurial Intention; 4) There is a positive and significant influence of Achievement Motivation, Leadership, Creativity together on Entrepreneurial Intention in FE Students. The research difference of Wendita Lastrina, Sadhar (2018) with the research that will be conducted by the researcher is on

independent variables and family environment not achievement motivation and leadership and the subject of the research conducted by researchers is vocational students while Wendita research is a student of the Faculty of Economics, Sanata Dharma University

This research has several implications, namely: 1) It is proven that Autonomy provides a positive effect on Students Entrepreneurial Intention of SMK 17 Magelang Academic Year 2018/2019. This shows the higher the autonomy, the students' entrepreneurial intention will increase, and vice versa. Based on these results, efforts are needed to improve autonomy so that students' entrepreneurial intention will also increase; 2) it is proven that the Family Environment has a positive effect on Students Entrepreneurial Intention of SMK 17 Magelang Academic Year 2018/2019. This shows the higher the Family Environment, the students' entrepreneurial intention will increase, and vice versa. Based on these results, it takes effort to increase support from the Family Environment so that the students' entrepreneurial intention will also increase; 3) it is proven that Creativity does not effect on Students Entrepreneurial Intention of SMK 17 Magelang Academic Year 2018/2019. This shows the higher Creativity, the students' entrepreneurial intention is not necessarily increasingly

rising, and vice versa. Based on this, high creativity is not enough to increase student entrepreneurial intention.

RESEARCH METHOD

Research Design

Based on the level of expansion, this research is an Ex-Post Facto study. Ex-Post Facto research is a study in which independent variables have occurred when researchers began by observing the dependent variable in a study (Sukardi, 2013: 165). In this study the attachment between independent variables and the dependent variable has taken place naturally and researchers with this setting want to trace back if possible what is the contributing factor.

This study uses a quantitative approach because the data in this study are centered on numbers and data management using descriptive statistical analysis to arrive at the conclusions of the research results. According to Suharsimi (2013: 121), quantitative research is a lot of research that is demanded to use numbers, starting from data collection, interpretation of the data, and appearance of the results. This study aims to find the influence of the independent variables namely Autonomy, Family Environment, and Creativity on the dependent variable, namely Entrepreneurial Intention.

Place and Time of Research

This research was conducted at SMK 17 Magelang, having its address at Jalan Elo Jetis, No 17 A, Magelang Utara, Magelang. This research will be carried out on students of Accounting Class X and XI grades at SMK 17 Magelang and will be held in April-May 2019.

Research Subject

The research subject in this study amounted to 70 who came from 31 students of class X and 39 students of class XI. Arikunto (2013: 160) stated "*...maka apabila jumlah subyek kurang dari 100, lebih baik diambil semuanya sehingga penelitian merupakan penelitian populasi. Tetapi jika subyeknya lebih besar, dapat diambil 10%-15% atau 20%-25%*". By the statement, this study uses population research because the number of respondents is less than 100.

Data, Instruments, and Data Collecting Technique

Data

This research used questionnaire as the data collection method. According to Sugiyono (2015: 199) questionnaire is a technique of data collection conduct by giving a set of questions or written statements to the respondent to answer. This study uses a closed questionnaire, namely a questionnaire whose answer has

been provided by the researchers so that the respondent has to choose.

Data Analysis Technique

The data analysis used in this research is classic assumption test, model accuracy test, and hypothesis test. The classic assumption test are include linearity test and multicollinearity test. Model accuracy test are include coefficient of determination and F test. Hypothesis test are include are multiple linear regression test and t test.

Linearity test to determine whether the relationship of each independent variable that is made as a predictor has a linear relationship or not to the dependent variable (Hadi, 2004: 13).

Multicollinearity test is done by investigating the magnitude of the relationship between free variables. To test multicollinearity using the value of Tolerance and VIF (Variance Inflation Factor) (Ghozali, 2011: 106).

Coefficient of determination is used to measure how much the variation of the independent variable in the multiple linear regression model in explaining the variation of the dependent variable (Priyanto, 2008).

F test basically shows whether all the independent variables included in the model have a joint effect on the dependent variable (Kuncoro, 2003). If the calculated

F value is greater than F table, it can be said that all independent variables together influence the dependent variable (Ghozali, 2011). In this study the F test was used to determine the effect of X_1 , X_2 , and X_3 stimulant on the dependent variable, Y.

Multiple linear regression analysis is performed to determine the effect of independent variables on the dependent variable (Ghozali, 2011). Multiple regression analysis is used to predict how the state of the dependent variable, if two or more independent variables as predictors are manipulated (increases in value decreases) (Sugiyono, 2011).

t test basically shows how far the influence of one explanatory variable individually explains the variation of the dependent variable (Kuncoro, 2003). The t test is used to test the significance of the relationship between variables X and Y, whether the variables X_1 , X_2 , and X_3 really affect the variables individually or partially (Ghozali, 2011).

RESEARH RESULT AND

DISCUSSION

Descriptive Analysis

a) Entrepreneurial Intention

Data on Entrepreneurial Intention variables are obtained from questionnaire with 9 question. Based on the results of the questionnaire tabulation regarding entrepreneurial intention, the maximum

value is 43 and the minimum value is 20. Furthermore, an analysis using the statistic program is obtained for a mean of 34,414; median of 35; mode of 36; and standard deviation of 4,470. Based on data above obtained frequency distribution table as follows:

Table 1. Frequency Distribution of Entrepreneurial Intention Variable

No	Interval	Frequency	Percentage Frequency
1.	20 – 22	2	2,9%
2.	23 – 25	1	1,4%
3.	26 – 28	3	4,3%
4.	29 – 31	9	12,9%
5.	32 – 34	16	22,9%
6.	35 – 37	23	32,9%
7.	38 – 40	14	20,0%
8.	41 – 43	2	2,9%
Total		70	100%

Source: Primary data processed (2019)

Based on the frequency distribution table, histogram can be described as follow:

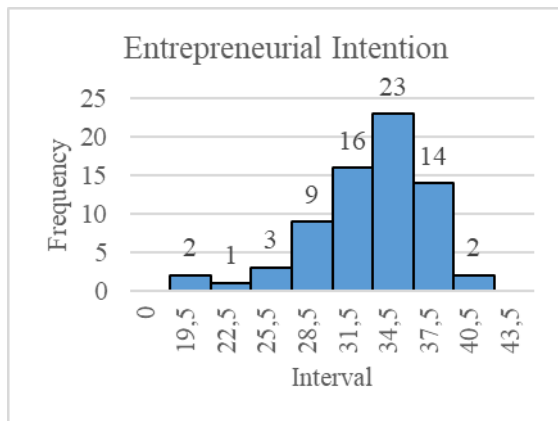


Figure 1. Histogram of Entrepreneurial Intention Variable

Entrepreneurial Intention variable are grouped into categories to be very high, high, low, and very low. To

determine the tendency of each score, variable data is calculated and categorized using ideal score. The tendency criteria for the Entrepreneurial Intention variable are obtained as follows:

Table 2. Tendency of Entrepreneurial Intention Variable

No.	Interval	Freq	(%)	Cate-gories
1.	$X \geq 36$	33	47,1%	Very High
2.	$27 \geq X < 36$	33	47,1%	High
3.	$8 \leq X < 27$	4	5,8%	Low
4.	$X < 8$	0	0%	Very Low
Total		70	100%	

Source: Primary data processed (2019)

The tendency of Entrepreneurial Intention can be obtained in Pie Chart as follows:

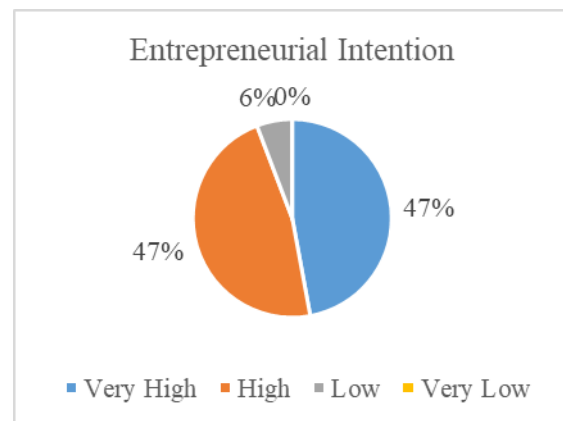


Figure 2. Tendency of Entrepreneurial Intention Variable Pie Chart

b) Autonomy

Data on Autonomy variables are obtained from questionnaire with 12 question. Based on the results of the questionnaire tabulation regarding

autonomy, the maximum value is 56 and the minimum value is 36. Furthermore, an analysis using the statistic program is obtained for a mean of 46,229; median of 46,5; mode of 43; and standard deviation of 4,417. Based on data above obtained frequency distribution table as follows:

Table 3. Frequency Distribution of Autonomy Variable

No	Interval	Frequency	Percentage Frequency
1.	35 – 37	2	2,9%
2.	38 – 40	9	10,0%
3.	41 – 43	10	15,7%
4.	44 – 46	15	21,4%
5.	47 – 49	17	25,7%
6.	50 – 52	12	17,1%
7.	53 – 55	4	5,7%
8.	56 – 58	1	1,4%
Total		70	100%

Source: Primary data processed (2019)

Based on the frequency distribution table, histogram can be described as follow:

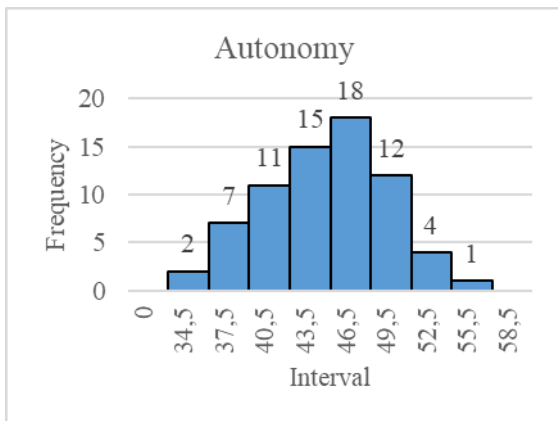


Figure 3. Histogram of Autonomy Variable

Autonomy variable are grouped into categories to be very high, high, low, and very low. To determine the tendency

of each score, variable data is calculated and categorized using ideal score. The tendency criteria for the Autonomy variable are obtained as follows:

Table 4. Tendency of Autonomy Variable

No.	Interval	Freq	(%)	Cate-gories
1.	$X \geq 48$	26	37,1%	Very High
2.	$36 \geq X < 48$	44	62,9%	High
3.	$24 \leq X < 36$	0	0%	Low
4.	$X < 24$	0	0%	Very Low
Total		70	100%	

Source: Primary data processed (2019)

The tendency of Autonomy can be obtained in Pie Chart as follows:

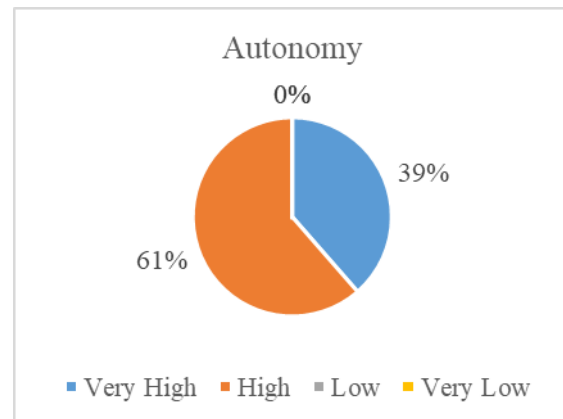


Figure 4. Tendency of Autonomy Variable Pie Chart

c) Family Environment

Data on Family Environment variables are obtained from questionnaire with 7 question. Based on the results of the questionnaire tabulation regarding family environment, the maximum value is 34 and the minimum value is 19. Furthermore, an analysis using the statistic program is obtained for a mean of 26,957; median of 27; mode of 31; and standard

deviation of 3,763. Based on data above obtained frequency distribution table as follows:

Table 5. Frequency Distribution of Family Environment Variable

No	Interval	Frequency	Percentage Frequency
1.	19 – 20	5	7,1%
2.	21 – 22	5	7,1%
3.	23 – 24	8	11,4%
4.	25 – 26	11	15,7%
5.	27 – 28	14	20,0%
6.	29 – 30	12	17,1%
7.	31 – 32	13	18,6%
8.	33 – 34	2	2,9%
Total		70	100%

Source: Primary data processed (2019)

Based on the frequency distribution table, histogram can be described as follow:

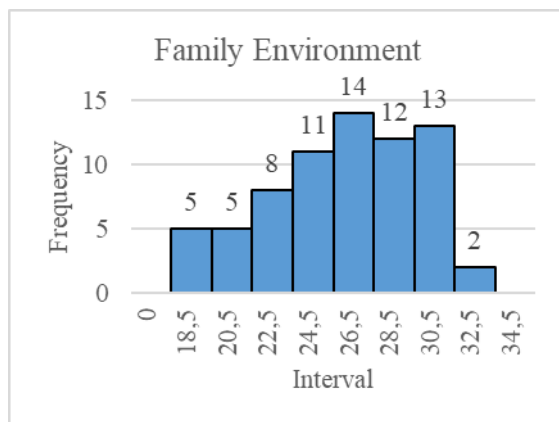


Figure 5. Histogram of Family Environment Variable

Family Environment variable are grouped into categories to be very conducive, conducive, less conducive, and not conducive. To determine the tendency of each score, variable data is calculated and categorized using ideal score. The tendency criteria for the Family

Environment variable are obtained as follows:

Table 6. Tendency of Family Environment Variable

No.	Interval	Freq	(%)	Cate-gories
1.	$X \geq 28$	32	45,7%	Very Conducive
2.	$21 \geq X < 21$	33	47,1%	Conducive
3.	$14 \leq X < 21$	5	7,1%	Less Conducive
4.	$X < 14$	0	0%	Not Conducive
Total		70	100%	

Source: Primary data processed (2019)

The tendency of Family Environment can be obtained in Pie Chart as follows:

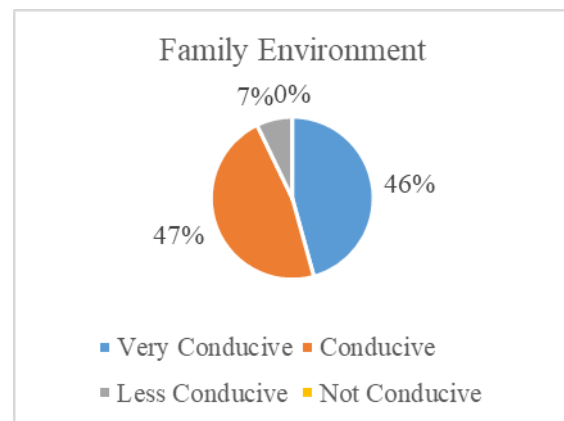


Figure 6. Tendency of Family Environment Variable Pie Chart

d) Creativity

Data on Creativity variables are obtained from questionnaire with 7 question. Based on the results of the questionnaire tabulation regarding family environment, the maximum value is 33 and the minimum value is 20. Furthermore, an analysis using the statistic program is obtained for a mean of

22,671; median of 22; mode of 21; and standard deviation of 2,388. Based on data above obtained frequency distribution table as follows:

Table 7. Frequency Distribution of Creativity Variable

No	Interval	Frequency	Percentage Frequency
1.	19 – 20	11	15,7%
2.	21 – 22	28	40%
3.	23 – 24	18	25,7%
4.	25 – 26	10	14,3%
5.	27 – 28	1	1,4%
6.	29 – 30	1	1,4%
7.	31 – 32	0	0%
8.	33 – 34	1	1,4%
Total		70	100%

Source: Primary data processed (2019)

Based on the frequency distribution table, histogram can be described as follow:

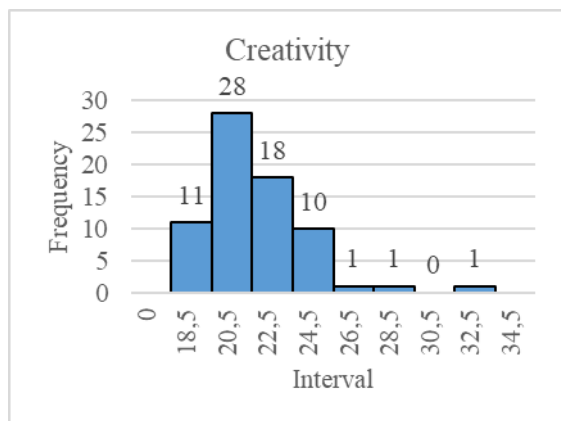


Figure 7. Histogram of Creativity Variable

Creativity variable are grouped into categories to be very high, high, low, and very low. To determine the tendency of each score, variable data is calculated and categorized using ideal score. The tendency criteria for the Creativity variable are obtained as follows:

Table 8. Tendency of Creativity Variable

No.	Interval	Freq	(%)	Cate-gories
1.	$X \geq 28$	3	4,3%	Very High
2.	$21 \geq X < 21$	56	80%	High
3.	$14 \leq X < 21$	11	15,7%	Low
4.	$X < 14$	0	0%	Very Low
Total		70	100%	

Source: Primary data processed (2019)

The tendency of Creativity can be obtained in Pie Chart as follows:

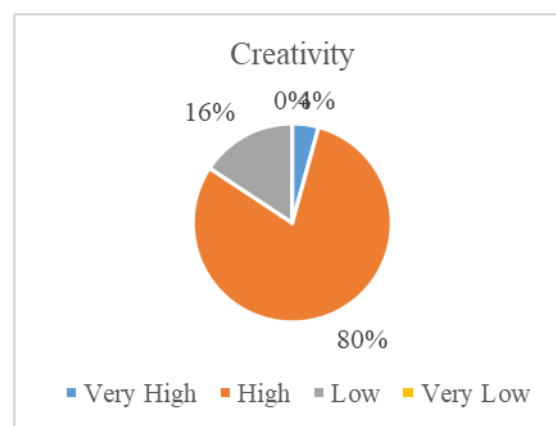


Figure 8. Tendency of Creativity Variable Pie Chart

1. Classic Assumption Test

a) Linearity Test

Table 9. Summary of Validity Test Result

No.	Variables	Sig. Value	Conclusion
1.	X ₁	0,551	
2.	X ₂	0,088	Linear
3.	X ₃	0,999	

Source: Primary data processed (2019)

b) Multicollinearity Test

Table 10. Summary of Multicollinearity Test Result

No.	Variables	Collinearity Statistics		Conclu-sion
		Tole-rance	VIF	
1.	Autonomy	0,777	1,286	Multicol

2.	Family Environment	0,827	1,209	linearity does not occur
3.	Creativity	0,907	1,102	

Source: Primary data processed (2019)

2. Model Accuracy Test

a) Coefficient of Determination

Table 11. Coefficient of Determination Test Result

R Square	Adjusted R Square	Std. Error of The Estimate
.364	.335	3.64422

Source: Primary data processed (2019)

From these results indicate that the variables of Autonomy, Family Environment and Creativity can explain variable dependent Entrepreneurial Intention by 33,5% and the remaining 66,5% can be explained by other variables not included in this research model.

b) F test

Table 12. F test Result

Model	df	F	Sig.
Regression	3	12.612	.000 ^b
Residual	66		
Total	69		

Source: Primary data processed (2019)

The value of F_{table} is $df_1 = 3$ and $df_2 = 66$. From the results of these calculations, the value of F_{table} is 2.74. From table 28. The results of the F test can be seen that the value of F_{count} is 12.612 and the significance level is 0,000, which means $F_{count} = 12,612 > F_{table} = 2,74$ and $sig\ 0,00 < 0,05$. Then it can be concluded that the influence of the variables of Autonomy, Family Environment, and

Creativity on Entrepreneurial Intention can be said to be fit/feasible for research.

3. Hypothesis Test

a) Multiple Linear Regression Test

Table 13. Multiple Linear Regression Test Results

Variables	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	
Constanta	7.860	5.793	
Autonomy	.300	.108	.309
Family Environment	.473	.123	.414
Creativity	.001	.193	.001

Source: Primary data processed (2019)

The regression test results can be arranged as a regression equation as follows:

$$Y = 7,860 + 0,300X_1 + 0,473X_2 + 0,001X_3 + \varepsilon$$

b) t test

Table 14. Regression Test Result

Variables	t	Sig.
Constanta	1.357	.197
Autonomy	2.777	.007
Family Environment	3.833	.000
Creativity	.005	.996

Source: Primary data processed (2019)

1) The Effect of Autonomy on Entrepreneurial Intentions

Based on the results of the statistical test t, the value of t_{count} is 2,777 and the significance value is 0,007. The value of t_{count} of 2,777 is greater than the value of t_{table} 1,9966 ($2,777 > 1,9966$) and the significance value of 0,007 is smaller than 0,05

(0,007 < 0,05). Thus, H₁ which states "There is a positive and significant effect of Autonomy on Students Entrepreneurial Intentions of SMK 17 Magelang Academic Year 2018/2019" accepted.

The results of this study are reinforced by the opinions of some experts in the theoretical study of the factors that influence Entrepreneurial Intention, one of which is Autonomy (Shane, Lock and Colline, 2003: 263-267). This is also in line with the opinion of Bernstein and Carayamis in the Tusshar research (2018: 88) which concluded that Autonomy influences Entrepreneurial Intention, which allows that the higher the Autonomy, so the Entrepreneurial Intention will be increased. Meanwhile, according to Anies Lestari, et al. (2016) said Autonomy is one of the factors driving a person to entrepreneurship, this is because Autonomy is one of the characteristics of the quality of human life that has an important role for the success of the life of the nation and individuals.

The results of this study are reinforced by the research of Riska Amelia Kamil (2018) entitled "*Pengaruh Efikasi Diri, Kemandirian, dan Lingkungan Keluarga Terhadap Minat Berwirausaha Siswa Kelas XI*

Akuntansi SMK YPKK 2 Sleman Yogyakarta Tahun Ajaran 2017/2018". The results of this study indicate that: (1) there is a positive and significant effect of Self-Efficacy on Entrepreneurial Intention in Class XI Accounting Students of YPKK 2 SMK Sleman Yogyakarta 2017/2018 Academic Year; (2) there is a positive and significant effect of Autonomy on Entrepreneurial Intention in Class XI Accounting Students of YPKK 2 Sleman Yogyakarta 2017/2019 Academic Year; (3) there is a positive and significant effect of the Family Environment on Entrepreneurial Intention in Class XI Accounting Students of YPKK 2 Sleman Yogyakarta 2017/2018 Academic Year; and (4) there is a positive and significant effect of the Self-Efficacy, Autonomy, and Family Environment together on Entrepreneurial Intention in Class XI Students of YPKK 2 SMK Sleman Yogyakarta Academic Year 2017/2018.

Similar results were also reinforced by the results of Anies Lestari's study, et al (2016) with the title "*Pengaruh Kemandirian, Lingkungan Keluarga, dan Motivasi Terhadap Minat Berwirausaha Para Remaja*". The results of this study indicate that: 1) there is a positive and

significant effect of Autonomy on Entrepreneurial Intention; 2) there is a positive and significant effect of the Family Environment on Entrepreneurial Intention; 3) there is a positive and significant effect on Motivation towards Entrepreneurial Intention; 4) there is a positive and significant effect of Autonomy, Family Environment and Motivation together on Entrepreneurial Intention.

This research is also supported and reinforced by the results of Sakti Fajar Wanto's research (2014) with the title "Effect of Autonomy and Entrepreneurship Motivation on the Entrepreneurial Intention of SMKN 1 Sayegan Students". The results of this study indicate that: 1) there is a positive and significant effect of Autonomy on Student Entrepreneurial Intention of SMKN 1 Seyegan; 2) there is a positive and significant effect of Entrepreneurial Motivation on Student Entrepreneurial Intention of SMKN 1 Seyegan; 3) there is a positive and significant effect of Autonomy and Motivation on Student Entrepreneurial Intention of SMKN 1 Seyegan.

In line with the previous three studies, these results were also reinforced by the results of the study of Caecilia Vemmy, S. (2012)

"Faktor-Faktor yang Mempengaruhi Intensi Berwirausaha Siswa SMK".

The results of this study indicate that: 1) there is a positive and significant effect of the Need for Achievement on Students Entrepreneurial Intention of SMK on Automotive Engineering Expertise Study Program in Tabalong Regency, South Kalimantan; 2) there is a positive and significant effect of Creativity on Students Entrepreneurial Intention of SMK on Automotive Engineering Expertise Study Program in Tabalong Regency, South Kalimantan; 3) there is a positive and significant effect of Autonomy on Students Entrepreneurial Intention of SMK on Automotive Engineering Expertise Study Program in Tabalong Regency, South Kalimantan; 4) there is a positive and significant effect of Courage to take risks on Students Entrepreneurial Intention of SMK on Automotive Engineering Expertise Study Program in Tabalong Regency, South Kalimantan; 5) there is a positive and significant effect of Immune Tolerance on Students Entrepreneurial Intention of SMK on Automotive Engineering Expertise Study Program in Tabalong Regency, South Kalimantan; 6) there is a positive and significant effect of Parental Influence on Students

Entrepreneurial Intention of SMK on Automotive Engineering Expertise Study Program in Tabalong Regency, South Kalimantan; 7) there is a positive and significant effect of Self Efficacy on Students Entrepreneurial Intention of SMK on Automotive Engineering Expertise Study Program in Tabalong Regency, South Kalimantan; 8) there is a positive and significant effect of the Need for Achievement, Creativity, Autonomy, Courage to Take Risks, Immunity Tolerance, Parental Influence, and Self Efficacy on Students' Entrepreneurial Intention of SMK on Automotive Engineering Expertise in Tabalong Regency, South Kalimantan.

Another study by Muhammad Adib Z (2018) entitled "*Pengaruh Kemandirian, Lingkungan Keluarga, dan Pendidikan Kewirausahaan Terhadap Minat Berwirausaha*". The results of this study indicate that: 1) there is a positive and significant effect of Autonomy on Entrepreneurial Intention; 2) there is a positive and significant effect of the Family Environment on Entrepreneurial Intention; 3) there is a positive and significant effect of Entrepreneurship Education on Entrepreneurial Intention; 4) there is a positive and significant effect of

Autonomy, Family Environment, and Entrepreneurship Education together on Entrepreneurial Intention.

2) The Effect of the Family Environment on Entrepreneurial Intentions

Based on the results of the statistical test t, the value of t_{count} is 3,833 and the significance value is 0,000. The value of t_{count} 3,833 is greater than the value of t_{table} 1,9966 ($3,833 > 1,9966$) and the significance value of 0,000 is smaller than 0,05 ($0,000 < 0,05$), it can be concluded that the Family Environment variable has a significant positive effect on Entrepreneurial Intention . Thus, H_2 states "There is a positive and significant influence of the Family Environment on Students Entrepreneurial Intention of SMK 17 Magelang Academic Year 2018/2019" accepted.

The results of this study are reinforced by the opinions of several experts in the theoretical study of the factors that influence Entrepreneurial Intention, one of which is the Family Environment according to Nurchotim (in Achmad, 2017). Family Environment is a social condition that affects children's development when children first know the world. According to Conny Setiawan (2010:

1), the Family environment is the first and foremost media that influences behavior in child development. Meanwhile, according to Riyanti (in Putu, 2014) states that the factors that affect the Entrepreneurial Intention consist of two aspects, namely: 1) internal aspects, which consist of demographics (age, experience, and education), personality, and motivation; 2) external aspects, which consist of family environment and working environment.

The results of this study are reinforced by the results of research by Marriva Karnia Putri (2018) entitled "*Pengaruh Faktor Kepribadian dan Lingkungan Keluarga Terhadap Minat Berwirausaha*". The results of this study show that: (1) there is a positive and significant effect of Personality Factors on Entrepreneurial Intention; (2) there is a positive and significant effect on the Family Environment.

Another study by Putu Eka Desy Yanti, et al (2014) with the title "*Pengaruh Lingkungan Keluarga Terhadap Minat Berwirausaha Siswa Kelas XI SMK Negeri 1 Singaraja*". The results of this study indicate that: there is a positive and significant effect of the Family Environment on

Entrepreneurial Intention in Class XI Students of SMK Negeri 1 Singaraja.

In line with research by Achmad Syaifuddin (2017) with the title "*Pengaruh Kepribadian, Lingkungan Keluarga, Pendidikan Kewirausahaan Terhadap Minat Berwirausaha Mahasiswa Akuntansi*". The results of this study indicate that: 1) there is a positive and significant effect of Personality on Accounting Students Entrepreneurial Intention; 2) there is a positive and significant effect of the Family Environment on Accounting Students Entrepreneurial Intention; 3) there is a positive and significant effect of Entrepreneurship Education on Accounting Students Entrepreneurial Intention; 4) there is a positive and significant effect of Personality, Family Environment, and Entrepreneurship Education Accounting Students Entrepreneurial Intention.

Not much different from the three studies that strengthen this research, research by Rossi Fita Nurbaeti (2017) with the title "*Pengaruh Personal, Lingkungan Keluarga, Peluang, dan Pendapatan Terhadap Minat Berwirausaha Mahasiswa*". The results of this study indicate that: 1) there is no positive and significant effect of the Personal

on the Students Entrepreneurial Intention in the Faculty of Economics and Business in Islam; 2) there is a positive and significant effect of the Family Environment on the Students Entrepreneurial Intention in the Faculty of Islamic Economics and Business; 3) there is no positive and significant effect on the Opportunities on Students Entrepreneurial Intention in the Faculty of Islamic Economics and Business; 4) there is a positive and significant effect of Income on Students Entrepreneurial Intention in the Faculty of Islamic Economics and Business.

This research is also further strengthened by research by Wulan Purnamasari (2018) with the title "*Pengaruh Lingkungan Keluarga dan Minat Berwirausaha dalam Perspektif Pendidikan Ekonomi*". These results indicate that: there is a positive and significant effect of the Family Environment on Entrepreneurial Intention.

3) The Effect of Creativity on Entrepreneurial Intentions

Based on the results of the statistical test t , the value of t_{count} is 0,005 and the significance value is 0,996. The value of t_{count} of 0,005 is smaller than the value of t_{table} 1,9966 ($0,005 < 1,9966$) and the significance

value of 0,996 is greater than 0,05 ($0,996 > 0,05$). Thus, H_3 which states "There is a positive and significant effect of Creativity on Students Entrepreneurial Intention of SMK 17 Magelang Academic Year 2018/2019" rejected.

In theory, it has been stated by the opinions of several experts in the study of theory regarding the factors that affect Entrepreneurial Intention, one of which is Creativity. However, this is contrary to the opinions of previous experts. According to Munandar (2014) states that creativity is assumed to be something that is owned or not owned, and not much can be done through education to influence it. This is further strengthened by Yanto (in Devi, 2018) mentioning the Entrepreneurial Intention is the ability to vent to fulfill life needs and solve life problems, advance business or create new businesses with the most important strength, namely the courage to create new businesses. People who are creative, without self-efficacy, will not dare to try other entrepreneurship opinions according to Al-khalili (in Larissa Yohana, 2016) mentioning that Creativity is not someone's innate talent from birth. Creativity is something that can be learned and

done by anyone through a certain process.

This is reinforced by the results of research by Steven Leonadi (2017) with the title "*Pengaruh Motivasi dan Kreativitas Terhadap Minat Berwirausaha*". The results of this study show that: 1) there is a positive and significant influence of Motivation on Entrepreneurial Intention; 2) there is no positive and significant effect of Creativity on Entrepreneurial Intention; 3) there is a positive and significant influence of Motivation and Creativity together on Entrepreneurial Intention.

Another study by Devi Noviasari, et al (2018) with the title "*Analisis Pengaruh Kualitas Pembelajaran Kewirausahaan, Kreativitas, dan Modal Sosial Terhadap Minat Wirausaha dengan Efikasi Diri Sebagai Variabel Intervening*". The results of this study indicate that: 1) there is no positive and significant effect on Entrepreneurship Learning Quality on Self-Efficacy; 2) there is a positive and significant effect of Creativity on Self-Efficacy; 3) there is a positive and significant influence of Social Capital on Self-Efficacy; 4) there is a positive and significant effect of Entrepreneurship Learning Quality on

Entrepreneurial Intention; 5) there is no positive and significant effect of Creativity on Entrepreneurial Intention; 6) there is a positive and significant effect of social capital on Entrepreneurial Intention; 7) there is a positive and significant effect of Self-Efficacy on Entrepreneurial Intention.

In addition to the two previous studies that supported this study there was another study by Wendita Lastrina which supported the results of this study with the title "*Analisis Pengaruh Motivasi Berprestasi, Kepemimpinan, dan Kreativitas Terhadap Minat Berwirausaha Mahasiswa*". The results of this study indicate that: 1) there is no positive and significant effect of Achievement Motivation on Student Entrepreneurial Intention; 2) there is a positive and significant effect of Leadership on Student Entrepreneurial Intention; 3) there is no positive and significant effect of Creativity on Student Entrepreneurial Intention; 4) there is a positive and significant effect of Achievement Motivation, Leadership, Creativity together on Student Entrepreneurial Intention.

The results of this study differ from the results of research from Leonidas (2006) entitled "Linking creativity with entrepreneurial

intentions: A structural approach". The results of this study are examined the effect of creativity perception on entrepreneurial intention profiling and development. Results established strong empirical support for the perspective associations about creativity and led to the formulation of a valid prediction model about entrepreneurial intention. Confirmatory factor analysis, support the differentiation among the theoretical constructs of student perceived creativity concerning him/her self, his/her family environment and the university environment. Results from the structural analysis suggest that student own creativity has a positive effect to his/her entrepreneurial intentions. Moreover perceived family environment supportive to creativity can predict increased levels of entrepreneurial intentions. Finally, the hypothesis that the university environment perception has a positive effect on entrepreneurial intention development is not supported by results and analysis conducted.

CONCLUSION AND SUGGESTION

Conclusion

- a) It is proven that Autonomy provides a positive effect on Students

Entrepreneurial Intention of SMK 17 Magelang Academic Year 2018/2019. This shows the higher the autonomy, the students' entrepreneurial intention will increase, and vice versa. Based on these results, efforts are needed to improve autonomy so that students' entrepreneurial intention will also increase.

- b) It is proven that the Family Environment has a positive effect on Students Entrepreneurial Intention of SMK 17 Magelang Academic Year 2018/2019. This shows the higher the Family Environment, the students' entrepreneurial intention will increase, and vice versa. Based on these results, it takes effort to increase support from the Family Environment so that the students' entrepreneurial intention will also increase.
- c) It is proven that Creativity does not effect on Students Entrepreneurial Intention of SMK 17 Magelang Academic Year 2018/2019. This shows the higher Creativity, the students' entrepreneurial intention is not necessarily increasingly rising, and vice versa. Based on this, high creativity is not enough to increase student entrepreneurial intention.

Suggestion

a) For Student

Students are expected don't be in a hurry and panic when facing a difficult situation and solved a problem also to be able to make things by themselves.

b) For Family

Family is expected that can direct and motivate their children to become entrepreneurs.

c) For School

There needs to be an increase for the school in terms of understanding and training for students to have an entrepreneurial intention.

d) For Researchers

Expected that further research can find other factors that effect the entrepreneurial intention.

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