

THE EFFECT OF SELF CONFIDENCE, QUALITY EDUCATION AND FAMILY ENVIRONMENT ON INDONESIAN YOUTH IN ENTREPRENEURSHIP

NOVITA,^{a*} Damar Aji, IRAWAN,^b Benyamin SUWITORAHARDJO,^c
Dewi Stefani, SARI,^d
^a Bina Nusantara University
*novita.ib@binus.edu

Received: June 16th, 2017/ **Revised:** August 11th, 2017/ **Accepted:** August 29th, 2017

Abstract – The biggest challenge faced by students nowadays and in the future, is how to deal with the increasingly high competition in the world, the increasing number of undergraduate and limited job opportunities. In this kind of situations, the students had to find a creative way and change the approach of being a university graduate looking for a job, to become scholars who can create their own jobs, or even able to create jobs for others.

The purpose of this study was to determine the youth interest on entrepreneurship in Indonesia. It seems that the youth are unaware to see that the job is increasingly difficult to find nowadays. So through this study, researchers wanted to find out what causes youth in Indonesia, reluctant to become an entrepreneur. While being an entrepreneur, the youth can open or create jobs for others and can reduce the level of unemployment in Indonesia.

Self-confidence is an important factor in entrepreneurship. Family environment and quality education also participate in creating interest for youth in entrepreneurship. This research is using basic research method; where researchers will try to link the theories of the existing variables. Thus, researchers can conduct research by distributing questionnaires to the youth throughout Indonesia. This study aims to determine the cause of Indonesian youth lack of interest in entrepreneurship.

Keywords: *Confidence, education, environment, entrepreneurial, family*

Introduction

Over the years, the decision to become an entrepreneur has been analysed using very different methodologies. Authors began looking for the existence of certain personality traits that could be associated with the entrepreneurial activity (McClelland, 1961). The decision to become an entrepreneur involves an elaborate mental process. Understanding this process during the formation of possible entrepreneurs that means during its educational process is important since entrepreneurship is actually a possible career for an increase number of students. The number of qualified entrepreneurs in a country is determined by the number of students who intend to become entrepreneurs (Linan & Chen, 2009). In a country with a large population, it is reasonable if it requires serious support from the government to inaugurate college student as an entrepreneur. Thus, they can utilize the existing potential in a proportionate manner to provide new jobs (Adejimola & Olufunmilayo, 2009). Moreover, some ways should be prepared for college students to have the desire and intention about entrepreneurship, so the availability of new jobs are provided (De Jorge-Moreno, 2012).

Entrepreneurship is essentially a socio-economic phenomenon. In the past, entrepreneurs emerging from Special classes such as UK, USA, and Turkey, they are all mostly from dealers. In France, small companies appear because of the family pattern. In Japan, the role of entrepreneurs are held by samurai who built the industry and maintain the integrity of the social structure through the wisdom of lifting young businessman who has a high spirit or take it into the family through marriage. Hozelitz revealed that the founders of the first industry in the UK, France and Germany are those with mechanical skills

than those with the merchants' skill. Not many of them departed from middle class families. Most of them actually comes from the lower class who does not have anything. Jhingan (2012: 428).

Businessman or entrepreneur in Indonesia on the average is a necessity entrepreneur group. Which means, the interest that groups appear to build a business is mainly because of family economic factors. The unstable family economic conditions resulted in their efforts as an individual and absorb labor less. This group also tends to be careless in managing the business. Though actually many necessity entrepreneurs have sufficient ability to develop the business better, Pujoalwanto (2014: 245-246). "Venture businesses innovate, and young companies create jobs," said Ishii, director of the New Business Policy Office in the Ministry of Economy, Trade and Industry. "Older, established companies hire a lot of people, but they're not making new jobs. We have to find a way to support" new ventures. (Makinen, 2015). The existence of entrepreneurs may provide jobs and create employment. In other words, the unemployment rate can be minimized. The increasing rate of unemployment in Indonesia made the economic turnover wheel in this country slowing down. Unemployment from each level of education also increased this percentage.

To overcome this problem, the establishment of entrepreneurship culture in society is very important. Entrepreneurial culture itself usually grows naturally in a family or community. This shows that the entrepreneurial culture is formed because of the familiarity, environmental and personal factors inherent by themselves since they are kids or when they grow up later.

Table 1: Open Unemployment Rate, Age 15 and over in accordance to the highest education achieved 2014-2016 (In Percent).

Highest Degree Achieved	2014		2015		2016	
	August	February	August	February	August	February
(1)	(2)	(3)	(4)	(5)	(6)	
1. Elementary School	3,04	3,61	2,74	3,44	2,88	
2. Junior High School	7,15	7,14	6,22	5,76	5,75	
3. Senior High School	9,55	8,17	10,32	6,95	8,73	
4. Vocational High School	11,24	9,05	12,65	9,84	11,11	
5. Diploma I/II/III	6,14	7,49	7,54	7,22	6,04	
6. University	5,65	5,34	6,40	6,22	4,87	
Total	5,94	5,81	6,18	5,50	5,61	

Source: Social Economic Data (BPS), 2017

Citing the employment data in August 2016 issued by the Central Statistics Agency, the data revealed from 125.44 million Indonesian people who entered the labour force, there are as many as 7.03 million people, or about 5.61% unemployment rate. Alarmingly, unemployment rate was largely dominated by graduates from High School, Vocational High School, University and Diploma with a range of numbers over 2 million people. This phenomenon is often called "academic unemployment."

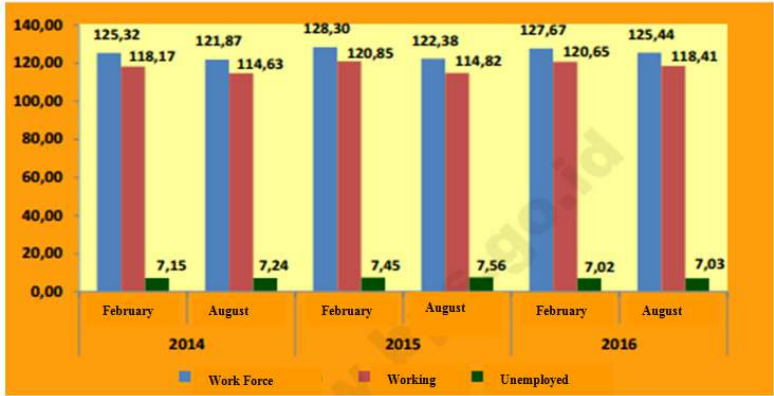


Figure 1: Work Force, Working Population, and Unemployed 2014-2016 (in millions)
Source: Social Economic Data (BPS), 2017

The picture above shows that from 2015 until 2016 the unemployment rate continues to decrease. One of the reasons is because lately many entrepreneurs have started to emerge. It can be seen that the more entrepreneurs emerge then the unemployment rate decreasing. Therefore, appropriate education is needed for the community to realize the importance of opening up new jobs by becoming entrepreneurs. One of the main causes of the lack of entrepreneurs in Indonesia is not due to the lack of natural resources or human resources, but the lack of people who has the attitude and the right view of entrepreneurship. It is very important, instead of looking for a university degree then looking for skills or abilities. This is one of the facts faced by most of those who have a college degree but become unemployed because they cannot get a job.

Indonesian culture still has a very colonial view that employment status or being an employee is more honourable than being an entrepreneur. In addition, people often assume that university degrees are much better and more important than one's ability or skill. Actual skill is indispensable to support one's economic life, rather than looking for a university degree then searching for skills or abilities. This is one of the facts faced by most of those people who have a college degree but become unemployed because they cannot get a job.

In Indonesia, the number of undergraduate unemployment is higher because most of them rely on job vacancies, instead of becoming work creators. There is no motivation from different environments such as family, friends, educational institutions, etc. to build strong mentally minded students with business awareness to tackle entrepreneurial issues.

When someone is interested in starting a new business, they desperately need some support. Entrepreneurship support usually comes from families, couples, peers, and educational institutions where they can discuss the idea of how to become an entrepreneur, if they face problems in entrepreneurship how to solve them and what they should consider in choosing the best advice.

Undergraduate graduates from the University, as a new labour force must compete very closely in the search for work. On the other hand, scholars as a new labour force are faced with a dilemma, that many of them do not yet have or gain sufficient knowledge and experience of the world of work. This results in lower competitiveness which makes it harder for them to find a good job.

The biggest challenge facing current and future students is how to deal with the increasingly competitive world of work. In such situations, students should seek a more creative path and change the approach from being a bachelor seeking a job to a bachelor who can create an entrepreneurial job and even able to create jobs for others. Many people are afraid to take risks if they become entrepreneurs. This is due to their lack of knowledge in entrepreneurship. In every business we do the risk is always there. If our business is big then the risk is big too, and if our business is small then the risk is smaller but the profit is smaller too. Everyone views risk in different ways because the knowledge of business is also different.

In theory, entrepreneurial knowledge is very important. However, if we understand the theory alone but do not practice it, then the theory we learn becomes useless. Having enough knowledge in entrepreneurship makes us able to face risk. For example, how to start a business, what is needed, estimate the risks that may occur, we can know the strategy in running our business, and so forth.

The role of entrepreneurship is not only limited as the nation's economic builder. But also as a driver, controller and user of a nation's economy. Entrepreneurship also plays a role in reducing the number of unemployed in a country. Not only that, the role of entrepreneurship also has the potential to reduce the social problems that often occur such as thuggery, drugs, promiscuity, and so forth. One of the benefits of entrepreneurship is to increase the capacity of the workforce to reduce unemployment.

Therefore, to become entrepreneurs is actually praiseworthy and gives great influence to build the nation, but then again there are still a lot of people who are less interested to pursue this profession. The cause for this lack of interest are due to the negative views in the community on this profession, many psychological factors that make up the negative attitude of society so they are less interested in entrepreneurship. Among them are: the lack of honesty, the income that is less stable, the job is less respectable and so forth.

Attitude and the way a person react as a result of cultural interaction is a major factor that can inhibit the development of a person. In entrepreneurship attitude is also an important thing. One of the attitudes that must be owned by an entrepreneur is optimism. Many people after they plunge into the business world or entrepreneurship are pessimistic about their efforts.

A pessimistic attitude arises when the risks of the business arise and they do not know what to do. Many entrepreneurs fall or close their business because of the attitude. An entrepreneur must have a strong mentality like steel. That way, any risk that will occur in his business can be faced with a cool head and an optimistic attitude. Confidence is one of the variables that will be discussed in this study. Confidence is very influential in running a business, not only that in everyday life a lot of confidence is needed.

The success of entrepreneurship education programs remains unanswered if it is associated with some students who have decided to launch and pursue a business venture. It is important to know the intentions of a nascent entrepreneur to start up the business ventures persistently if experts and policy makers' attentions are drawn on how to arouse interest in starting a business (Buana et. al, 2017).

Table 2: Development Data of Micro, Small, and Middle Business (UMKM).

Indicator	Unit	2012		2013		Year Development 2012-2013	
		Total	(%)	Total	(%)	Jumlah	(%)
Micro, Small, Medium Business	Unit	56.534.592	99,99	57.895.721	99,99	1.361.129	2.41
	Unit	55.856.176	98,79	57.189.393	98,77	1.333.217	2.39
• Micro Business	Unit	629.418	1,11	654.222	1,13	24.803	3.94
• Small Business	Unit	48.997	0.09	52.105	0,09	3.110	0.35
• Medium Business							

Source: Depkop (<http://www.depkop.go.id/>)

From the above data it can be seen that the number of micro business each year is increasing. However, the increase of micro business is still not significant in reducing unemployment rate in Indonesia. Therefore, micro business is needed in Indonesia to reduce the increasing unemployment rate. In this study the authors want to know the cause of the lack of interest in entrepreneurship of young children specifically in Indonesia

Scope of study

The scope of this study is in young men and women aged 20-24 years who have never or are not running a business or any business. The author conducted research in several places visited by young people in Indonesia. This research main idea is to resolve the main question: does confidence, education, and family environment affected the interest of young entrepreneurs in Indonesia? If so, which one has more effect compared to others. This research was conducted to increase the insight and to know the background of the lack of interest of young people in Indonesia for entrepreneurship. Where the result of this research expected can increase and motivate young people in Indonesia to build their own business. So, they can improve their economy while supporting the economy of the country and provide for others to work.

Literature Review

Entrepreneurship

Entrepreneurs are skilled people who take advantage of opportunities in developing their business with the aim to improve their lives. Norman M. Scarborough and Thomas W. Zimmerer once said "An entrepreneur is one who creates a new business in the face of risk and uncertainty for the purpose of achieving profit and growth by identifying opportunities and assembling the necessary resources to capitalize on the opportunities" (Scarboroug, 2014: 5). Entrepreneurs are people who have the ability to see and assess business opportunities; collect the resources needed to take appropriate action, take advantage and possess the nature, character and willingness to realize innovative ideas into the real world creatively in order to achieve success/increase revenue. In essence, an entrepreneur is a person who has

the character of entrepreneurship and apply the nature of entrepreneurship in his life. In other words, entrepreneurs are people who have a high creativity and innovative spirit in their lives.

Associated with economic development, entrepreneurs are able to control and transform the world's economy. This is because the essence of free enterprise is the birth of a new business that provides vitality for the market economy. In other words, entrepreneurs provide an alternative to the growth of the economy. This process can be done in good and clean government.

American entrepreneurial expert David McClelland, quoted by Robbins (2008), said that a country can be said to prosper if it has an entrepreneurial number of at least 2% of the total population.

David McClelland argues, a country that has many entrepreneurs is a country that has the potential to quickly become a developed and prosperous country. If that so, then when there are no entrepreneurship teaching in a country's national agenda, the vision to get out from poverty and achieve prosperity is simply a utopia.

Confidence

Someone who has the confidence will try as hard as possible to explore all the talents he has. A person who has self-esteem will be aware of the abilities that exist in himself, knowing and realizing that he has the talent, skills or expertise so that the person will act in accordance with the capacity he has. Confidence is a belief in the human soul that any life challenge must be faced by doing something. The confidence is born from the realization that if you decide to do something, then that's something to do (Angelis, 2007: 10). The confidence will come from an individual's consciousness that the individual has a determination to do whatever he has to do, until the goal that he wants to achieve is achieved. The determination to do something is followed by a sense of confidence that he has the ability to achieve the desired goals.

Self-confidence is the belief in self-sufficiency that is adequate and aware of the abilities possessed, and can utilize it appropriately (Hasan et al. In Iswidharmanjaya & Agung, 2004: 13). Confidence is a person's belief in all aspects of its advantages and that beliefs make him feel capable of achieving various goals in his life (Hakim, 2005: 6). So, it can be said that a person who has self-confidence will be optimistic in doing all his activities, has a realistic goal, make a life goal that are capable to be done, so that what is planned will be done with confidence that it will be successful or will achieve the goals that he has set. Someone who has the confidence will be able to know the advantages they have, because that someone is aware that all the advantages they possessed, if not developed will be meaningless, but if the advantages they possessed can be developed optimally then it will bring satisfaction so it will grow a sense of confidence. The person who is satisfied with their self-image is a person who knows and recognizes their skills and abilities they has, and able to demonstrate the success they have achieved in social life.

Individuals who believe in themselves will looked at their weaknesses as something natural that each individual possess, the individual who are confident will turn their weaknesses into strengths and motivate themselves to develop their flops and does not let it to become an obstacle in their life. For example, smart students who always capable of mastering the material taught in the school, feels confident and not afraid if the teacher asked him to solve the problem in front of the class. In fact, in every subject, if the teacher gives students a chance to ask, the smart students always raise their hands in class without being ordered.

Based on some of these conclusions, it can be concluded that confidence is the individual's consciousness of the strengths and weaknesses that they possess, that awareness makes them feel confident in their ability, to accept them self, be optimistic and positive thinking so they can act in accordance with its capacity and are able to control it.

The experts believe that self-confidence is obtained through a process that takes place from an early age. As for the factors that affect the most basic self-confidence are:

- Parenting patterns and interaction at an early age
The attitude of parents will be accepted by the child according to their perception at that time. Parents who show affection, love, acceptance and emotional attachment will awaken the confidence in the child. The child will feel appreciated and loved. Although children will make mistakes, the attitude of

the child's parent shows that they are valued without not dependent on his achievement or good deeds, but because of his existence. The child will grow into an individual who is able to assess positively himself and have realistic expectations.

Parents and communities often give a less realistic standard of expectation for their children. Attitudes of comparing children, talking about child's weakness, unknowingly drop the child's self-esteem. This situation ultimately encourages the child to become an individual who cannot accept the reality, feel ashamed, has weak confidence and their fears grow within themselves.

- Negative mindset

Individual reactions to a person or an event are influenced by his or her way of thinking. Individuals with low self-esteem tend to perceive everything from the negative side. They did not realize that it is all from the within all the negativism came from.

Broadly speaking, the formation of strong confidence happens through the following process:

The formation of a good personality in accordance to the process of development that resulting in certain advantages. A person understanding about the advantages that they possess and resulted in strong beliefs that they are able to do things by utilizing the advantages. A person understanding and positive reaction to their weaknesses in order not to cause them low self-esteem or adjustment difficulty. Experience in living their aspects of life by using all the advantages that exist in them. (Hakim, 2005 : 6).

Environment

The environment according to Sartain includes the nature and the condition of this world which in certain ways affect the behaviour, growth and human development (life processes). Environmental factors are external factors in a person. The environment provides opportunities, threats, and limitations for someone. Environmental factors can affect any individual within a group or organization.

The study will focus more in discussing the family environment. Family is the main basis for the growth and development of a child; this is where the initial influence on the formation of personality happens. Family education such as personal experience in helping parents business is a major potential to get someone to become a successful entrepreneur.

Furthermore, according to McClelland (Robins, 2008) Interest in entrepreneurship will be formed if the family gives a positive influence on the interest, because the attitudes and activities of fellow family members affect each other directly or indirectly. Parents who are an entrepreneurs in a particular field may generate interest in their children for doing entrepreneurship. The same thing as a relationship with peers, if his friend also has business interests or even business then the opportunity for someone to entrepreneurship is wide open.

Education

In general education is an anthropological phenomenon that is almost the same age with human history itself. Referring to the opinion of Niccolo Machiavelli as cited by (Albertus, 2010: 52) understand the notion of education within the framework of the process of human self-improvement on a continuous basis. This happens because the human nature has deficiencies and incompleteness. For him, human intervention through education is one way for humans to complete what is less than the nature of education can complement the imperfections in our natural nature.

Education according to John Dewey in his writings (Siswoyo et.al, 2007: 19) explains education is a reconstruction or reorganization of experiences that add to the meaning of experience, and which adds the ability to direct the experience further. Siswoyo et.al, (2007: 19) defines in a technical sense, education is the process by which society, through educational institutions (schools, colleges or through other institutions), deliberately transform their cultural heritage, knowledge, values and Skills, and generation after generation.

Education according to Indonesian Law (*Undang-undang nomor 20 tahun 2003*) on National Education System also describe education as a conscious and planned effort to realize the means of learning and learning process so that learners actively develop their potential to have spiritual strength, self-control,

personality, intelligence, noble character, as well as the necessary skills of himself, the community, the Nation and the State.

Based on the above opinion it can be interpreted that the definition of education is a business done with full awareness and planned (gradual) in improving the potential of students themselves in all aspects toward the formation of personality and noble character by using appropriate media and learning methods to carry out the task of life so they can achieve the ultimate safety and happiness. Based on the definition of education above it can be concluded that education is a conscious effort planned to comprehend the process of learning to develop self-potential, increase the experience and the ability to become intelligent person, with a good character, high moral standard, dignified and becoming a whole person.

Entrepreneurship education will provide opportunities for growth and development of potential creativity and innovation of children. Entrepreneurial values will be the characteristics of learners that can be used in socializing and interacting with the environment. In the end, individuals with creative, innovative, responsible, disciplined and consistent character will be able to contribute in solving the problems of Indonesian human resources. It is no exaggeration to say that entrepreneurship education is socio-psychologically oriented. Entrepreneurship education will reduce the mind set of learners about the goals and orientation of following education to become a civil servant. Entrepreneurship education also prepares learners to have an entrepreneurial attitude and is able to develop all of his potential to face his future with all his problems.

Research Method

Research Design

This research uses quantitative method. Quantitative methods analyse and process data into information in the form of numbers. Quantitative data does not need to be qualified first and does not test the theory/hypothesis, but rather to support the understanding made by qualitative data and generate new theories.

Quantitative data need to be taken is the number of people who are not interested to become entrepreneurs with variables attitude, environment and sociology as its influence. Currently there are quite a lot of young people who do not have interest in entrepreneurship. The data obtained will answer the question why it can happen. This research is categorized as descriptive research. Descriptive research is a research to solve existing problems in the present by collecting data, analyse and interpret the meaning of the data. The time horizon used are cross-sectional, this research use questionnaire to gather the data needed.

This research is done to know the effect of confidence, education, family environment background in accordance with entrepreneurship in Indonesia. Using the four variables mentioned before, with the level of youth interest in Entrepreneurship as the dependent variable. While confidence, education, and family environment are the independent variable. The source of data using Primary Data gathered using questionnaires and interview. By listing the systematic questions

To obtaining the necessary data in this study, the authors used the questionnaire method used to obtain primary data by creating a list of systematic questions with the aim of obtaining the desired data that is the respondent's answer to the list of questions concerning interest in entrepreneurship of youth in Indonesia. The measurement of variables is done using Likert scale method with strongly agree has the highest score of five, agree is four, disagree is three, least agree is two and strongly disagree is one, where score 1 indicates that the respondent did not support the questions, while score five indicates that the respondent supports the questions given. This research uses simple random sampling technique. Sampling of sample members and population is done randomly regardless of the strata in the population. This is done when members of the population are considered homogeneous. In this research the analysis technique used is linear regression and hypothesis testing, to see how far the influence of one independent variable can explain the dependent variable.

Analysis and Discussion

Respondent Profile

This study took Indonesian youth as respondents with an age range between 15-24 years old, that is not currently running a business. According to CIA the World Factbook the gender distribution of youth in

Indonesia are as the following: 22,537,842 male and 21,738,210 female. The total respondents for this research are 400 people using slovin's formula, with an error margin of 5%.

The gender proportion of youth in Indonesia will be described with the following diagram:

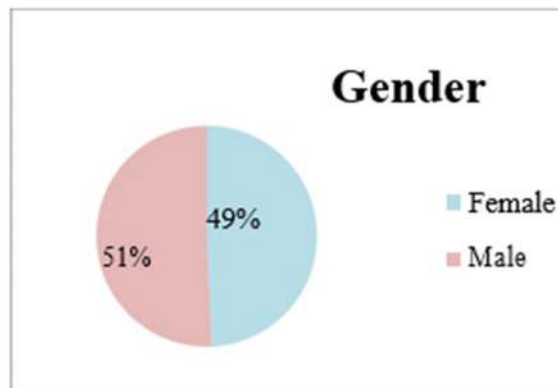


Figure 2: Diagram of Respondent Proportion According to Their Gender
Source: Data Processing, 2017

The figure above shows that the gender proportion of youth in Indonesia is almost equal, the respondent chosen in this survey also follows the same structure where the total of female respondents are 196 person (49%), and the total of male respondents are 204 person (51%).

Respondent Profile According to Activity

The following are the table that describe youth activity in Indonesia

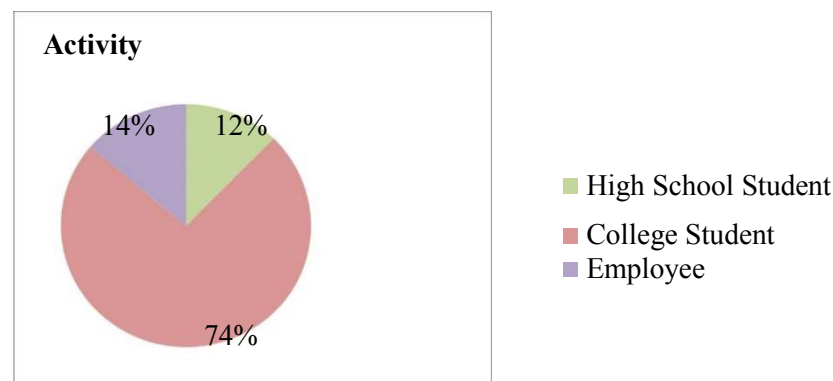


Figure 3: Diagram of Respondent Proportion According to Activity
Source: Data Processing, 2017

From the chart above it shows that, the youth activity in Indonesia are mostly college students 296 person (74%), employee 56 person (14%) and high school students as many as 48 person (12%),

Analytic Test

Validity Test using reliability level of 95% with $\alpha = 5\%$. To measure validity of a statement, Using SPSS.20 program, rtable 0.16, in distributing the questionnaire to 400 respondents, all the questions are valid.

Reliability Test

From SPSS test to count the reliability of the data, resulted in Cronbach Alpha bigger than the rtable which means that all the data are reliable. So the data from the questionnaire on all variables questions can be used for the next analysis process.

Normality Test

Using SPSS the result of normality test on all the variables shows that the Sig of *Kolmogorov-Smirnov* ≥ 0.05 which means that all data are distributed normally and can be used in the next analysis.

Multicollinearity Test

All the variables has sig ≥ 0.05 which means that data are distributed normally, so that all variables can be used in the next analysis. A good regression model will not show any multicollinearity. Because all of the variables has VIF < 10 with tolerance > 0.1 then this regression model are free from multicollinearity.

Heteroscedastic Test

Heteroscedastic test aim to test does in the regression model happen a distinctiveness of variance from one residual observation view to another observation. All the data in this study are spread equally between Y axis which means there are no heteroscedastic in all of the variables

Correlation Test

Correlation Test try to see is there any linear connection between two variables and try to measure the closeness of relations between those two variables. The criteria of the relation can be described as the following:

Table 3: Interpretation of Coefficient Correlation R Value

Coefficient Interval	Relationship Level
0.800 – 1.000	Very Strong
0.60 – 0.799	Strong
0.40 – 0.599	Adequate
0.20 – 0.399	Low
0.00 – 0.199	Very Low

Source: Kuncoro & Ridwan (2008:62)

The following are the coefficient calculation result according to the questionnaire result that are calculated using the SPSS:

- Correlation of Self Confidence Variable (X1) to Entrepreneurship Intent (Y) = 0.475 which means that the relation between those two variables are strong and straight, with sig = 0.000 < 0.05. every improvement of confidence variable is increasing the confidence variable value, and the opposite.
- Correlation of Education Variable (X2) to Entrepreneurship Intent (Y) = 0.520 which means that the relation between those two variables are quite strong and straight, with sig = 0.000 < 0.05. every improvement of education variable is increasing the confidence variable value, and the opposite.
- Correlation of Family Environment Variable (X3) to Entrepreneurship Intent (Y) = 0.484 which means that the relation between those two variables are quite strong and straight, with sig = 0.000 < 0.05. every improvement of education variable is increasing the confidence variable value, and the opposite.
- Correlation of Confidence Variable (X1) and Education Variable (X2) = 0.532 which means that the relation between those two variables are quite strong and straight, with sig = 0.000 < 0.05. every improvement of education variable is increasing the confidence variable value, and the opposite.
- Correlation of Confidence Variable (X1) and Family Environment Variable (X3) = 0.381 which means that the relation between those two variables are quite weak and straight, with sig = 0.000 < 0.05. every improvement of education variable is increasing the confidence variable value, and the opposite.

- Correlation of Education Variable (X₂) and Family Environment Variable (X₃) = 0.571 which means that the relation between those two variables are quite strong and straight, with sig = 0.000 < 0.05. every improvement of education variable is increasing the confidence variable value, and the opposite.

The Effect of Self Confidence, Quality Education and Family Environment to Entrepreneurship Intent - Individual testing between independent variable

Before doing multiple regression test, the writer will perform the test of influence (regression) individually first, this is done to find the influence of each variable X₁, X₂, X₃ to Y individually:

- Simple Regression Self Confidence Variable (X₁) to Entrepreneurship Intent (Y) resulted in:
The Confidence Variable (X₁) are affecting significantly to Entrepreneurship Intent (Y), the correlations are weak because the correlation coefficients (r) = 0.475 ≤ 0.60 and the determinant coefficient (r)² = 0.226 which means that the Intent of Entrepreneurship in Indonesian Youth are affected 22.6% by Self Confidence, and the rest are affected by other variables. With regression equation of Y = 2.010 + 0.500X₁. Which means that if the value of Self Confidence is increasing, then the Entrepreneurship intent will also increase, and the other way around.
- Simple Regression Education Variable (X₂) to Entrepreneurship Intent (Y) resulted in:
The Education Variable (X₂) are affecting significantly to Entrepreneurship Intent (Y), the correlations are weak because the correlation coefficients (r) = 0.520 ≤ 0.60 and the determinant coefficient (r)² = 0.270 which means that the Intent of Entrepreneurship in Indonesian Youth are affected 27% by Education, and the rest are affected by other variables. With regression equation of Y = 2.188 + 0.494X₂. Which means that if the value of Education is increasing, then the Entrepreneurship intent will also increase, and the other way around.
- Simple Regression Family Environment (X₃) to Entrepreneurship Intent (Y) resulted in:
The Family Environment Variable (X₃) are affecting less significantly to Entrepreneurship Intent (Y), the correlations are weak because the correlation coefficients (r) = 0.484 ≤ 0.60 and the determinant coefficient (r)² = 0.234 which means that the Intent of Entrepreneurship in Indonesian Youth are affected 23.4% by Family Environment Variable, and the rest are affected by other variables. With regression equation of Y = 2.22 + 0.479X₃. Which means that if the value of Family Environment is increasing, then the Entrepreneurship intent will also increase, and the other way around.

Simultaneous testing between Independent Variable (X₁, X₂, X₃) to Y Dependent Variable.

- Multiple Regression of Self Confidence (X₁) Variable and Education Variable (X₂) to Entrepreneurship Intent (Y) resulted in X₁ & X₂ are affecting Y significantly, the correlation is weak with correlation coefficient (r) = 0.570 ≤ 0.60 the determinant coefficient (r)² = 0.325 which means that the Intent of Entrepreneurship in Indonesian Youth are affected 32.5% by Self Confidence and Education Variable, and the rest are affected by other variables. With regression equation of Y = 1.580 + 0.292 X₁+ 0.354 X₂. Which means that if the value of Self Confidence and Education are increasing, then the Entrepreneurship intent will also increase, and the other way around.
- Multiple Regression of Self Confidence (X₁) Variable and Family Environment Variable (X₃) to Entrepreneurship Intent (Y) resulted in X₁ & X₃ are affecting Y significant and simultaneously, the correlation is weak with correlation coefficient (r) = 0.577 ≤ 0.60 the determinant coefficient (r)² = 0.323 which means that the Intent of Entrepreneurship in Indonesian Youth are affected 32.3% by Self Confidence and Family Environment Variable, and the rest are affected by other variables. With regression equation of Y = 1.332 + 0.358 X₁+ 0.351 X₃. Which means that if the value of Self Confidence and Family Environment are increasing, then the Entrepreneurship intent will also increase, and the other way around.
- Multiple Regression of Education (X₂) Variable and Family Environment Variable (X₃) to Entrepreneurship Intent (Y) resulted in X₂ & X₃ are affecting Y simultaneously, the correlation is weak with correlation coefficient (r) = 0.568 ≤ 0.60 the determinant coefficient (r)² = 0.312 which means that the Intent of Entrepreneurship in Indonesian Youth are affected 31.2% by Education and Family Environment Variable, and the rest are affected by other variables. With regression equation of Y = 1.755 + 0.344 X₂+ 0.274 X₃. Which means that if the value of Education and Family Environment are increasing, then the Entrepreneurship intent will also increase, and the other way around.

- Multiple Regression of Self Confidence (X1) Variable, Education (X2) Variable and Family Environment Variable (X3) to Entrepreneurship Intent (Y) resulted in X1, X2 & X3 are affecting Y significant and simultaneously, the correlation are strong with correlation coefficient $(r) = 0.605 \geq 0.60$ the determinant coefficient $(r)^2 = 0.353$ which means that the Intent of Entrepreneurship in Indonesian Youth are effected 35.3% by Self Confidence, Education and Family Environment Variable, and the rest are effected by other variables. With regression equation of $Y = 1.251 + 0.263 X_1 + 0.233 X_2 + 0.246 X_3$. Which means that if the value of Self Confidence, Education and Family Environment are increasing, then the Entrepreneurship intent will also increase, and the other way around.

Research Implication

From the results of the study it is concluded that self-confidence, education and family environment have a significant relationship that can affect the interests of young entrepreneurs in Indonesia and the implications of detail can be described as follows:

- Self-confidence has proved significant to entrepreneurship interest. If confidence increases, entrepreneurship interest also increases. Vice versa, if the confidence decreased the interest of entrepreneurship also decreased. Judging from the average respondent's answer, they believe in the abilities that exist within them.
- Quality Education has a significant relationship to entrepreneurship interests. The average respondent's answer states that in educational institutions where they learn there is no lesson about entrepreneurship. For the future the authors hope the government requires the existing educational institutions to hold entrepreneurship lessons for the growing interest in entrepreneurship of the younger generation that can reduce the existing unemployment rate.
- Family environment has an influence on entrepreneurship interest of young people in Indonesia. To increase the confidence and parent support in terms of funds also affect the interest of entrepreneurship. This statement can be seen from the lowest average respondents' answers. To increase the entrepreneurship intent parents can support youth by giving them funds to run their business.

Conclusion

There is influence between Self Confidence, Quality Education and Family Environment with Youth Entrepreneurship Intention in Indonesia. Although the majority of youth in Indonesia are not entrepreneurs, but with the help of quality education, full support from the family can help to nurture youth confidence in becoming an entrepreneur. Some suggestions that can be given to increase the youth intent to become an entrepreneur is to train them to think out of the box, and give adequate education on entrepreneurship.

References

- Adejimola, A.S. and Olufunmilayo, T. (2009). *Spinning off an entrepreneurship culture among Nigerian university student; prospect and challenges*. African journal of Business Management vol. 1 No.3 pp 80-88
- Albertus, D. K. (2010) *Pendidikan Karakter: Strategi Mendidik Anak di Zaman Global*, Jakarta: Grasindo..
- Angelis, Barbara. 2007. *Confidence (Percaya Diri)*. Jakarta: Gramedia Pustaka.
- Buana, Y, Hidayat, D., Prayogi, B., & Vendy. (2017). The Effect of Entrepreneurship Education on Entrepreneurial Intention of University Students by Adopting Linan Model. *Binus Business Review*, 8(1), 67-75. <http://dx.doi.org/10.21512/bbr.v8i1.1958>
- De Jorge-Moreno, J., Castillo, L. L., Triguero, M. S. (2012). The effect of business and economics education programs on student's entrepreneurial intention. *European Journal of Training and Development*, 36(4), 409-425.
- East and southeast asia: Indonesia. (2017, August 30). Retrieved August 1, 2017, from <https://www.cia.gov/library/publications/the-world-factbook/geos/id.html>
- Hakim, Thursan. 2005. *Mengatasi Rasa Tidak Percaya Diri*. Jakarta: Puspa Swara.
- Iswidharmanjaya & Agung, 2004. *Satu Hari Menjadi Lebih Percaya Diri*. Jakarta: Elex Media Komputindo.
- Jhingan, M.L. (2012). *Ekonomi Pembangunan dan Perencanaan*, Jakarta. Rajawali Press.
- Kuncoro, E. A & Ridwan, (2008). *Analisis jalur (Path Analisis)*, Edisi kedua, Bandung: Alfabeta,

- Liñan, F. & Chen, Y.W., (2009). *Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions*, *Entrepreneurship Theory and Practice*, 33(3), 593-617.
- Makinen. J. (2015) A subculture of entrepreneurship hatches in Japan. LA Times. Retrieved August 14, 2016 from: <http://www.latimes.com/world/asia/la-fg-japan-entrepreneurs-20150329-story.html>
- McClelland, D.C. (1961). *The achieving society*. Princeton, NJ: Van Nostrand.
- Potret Pendidikan Indonesia Statistik Pendidikan Indonesia. (2016, December 30). Retrieved March 1, 2017, from <https://www.bps.go.id/index.php/publikasi/4571>
- Pujoalwanto, Basuki. (2014) *Perekonomian Indonesia; Tinjauan Historis, Teoritis, dan Empiris*. Yogyakarta: Graha Ilmu.
- Robbins, S. P & Judge, T, A. (2008). *Perilaku Organisasi*. Penerjemah: Diana, Ria, & Abdul. Edisi. 12. Jakarta: Salemba Empat.
- Scarborough, Norman M. (2014) *Entrepreneurship and Effective Small Business Management. 11th Edition*. Pearson.
- Siswoyo, Dwi. et. al. (2011). *Ilmu Pendidikan*. Yogyakarta: UNY Press