THE EFFECT OF ENTREPRENEURSHIP KNOWLEDGE AND FAMILY ENVIRONMENT TO STUDENTS INTEREST IN ENTREPRENEURSHIP CLASS 2010 EDUCATION PROGRAM FACULTY OF ECONOMICS AT YOGYAKARTA STATE UNIVERSITY.

Undergraduate thesis
This undergraduate thesis is submitted in partial fulfillment of the requirements to obtain the degree of Bachelor of Educationin Faculty of Economics Yogyakarta State University

By:
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ACCOUNTING EDUCATION DEPARTMENT
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YOGYAKARTA STATE UNIVERSITY
2014

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UNDERGRADUATE THESIS

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This undergraduate thesis had been approved and validated on June 30, 2014

To be examined by the Team of Undergraduate thesis Examination

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THE EFFECT OF ENTREPRENEURSHIP KNOWLEDGE AND FAMILY ENVIRONMENT TO STUDENTS'INTEREST IN ENTREPRENEURSHIP CLASS 2010 EDUCATION PROGRAM FACULTY OF ECONOMICS AT YOGYAKARTA STATE UNIVERSITY

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DECLARATION OF AUTHENTICITY

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Hereby declare that this undergraduate thesis is my own and original work. According to my knowledge, there is no work or opinions written or published by other, except as reference or citation by following the prevalent procedure of scientific writing.

Yogyakarta, June 30, 2014
The author,

Akilah Dian Margiyanti
NIM. 09418244012

M O T T O

"……Allah will exalt in degree those of you who believe, and those who have been granted knowledge. And Allah is Well-Acquainted with what you do…..."
(Q.S. Al Mujadilah: 11)

"Whoever is on the path to seek knowledge, Allah will make easy for you the way to heaven." (HR. Muslim)

DEDICATION

With the mercy of God the Almighty, this simple work is dedicated to:

My beloved family
- TaufikHartanto (Father)
- Aminih (Mom)
- AsriYantiDwiYuningsih
- Ayu Titan Damayanti
- FitraKukuhPradana

My almamater
- Yogyakarta State University

PENGARUH PENGETAHUAN BERWIRAUSAHA DAN LINGKUNGAN KELUARGA TERHADAP MINAT BERWIRAUSAHA MAHASISWA PROGRAM STUDI KEPENDIDIKAN ANGKATAN 2010 FAKULTAS EKONOMI UNIVERSITAS NEGERI YOGYAKARTA

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui: 1) pengaruh antara Pengetahuan Kewirausahaan dengan Minat Berwirausaha Mahasiswa Program Studi Kependidikan Angkatan 2010 Fakultas Ekonomi Universitas Negeri Yogyakarta, 2) pengaruh antara Lingkungan Keluarga dengan Minat Berwirausaha Mahasiswa Program Studi Kependidikan Angkatan 2010 Fakultas Ekonomi Universitas Negeri Yogyakarta, 3) pengaruh Pengetahuan dan Kewirausahaan Lingkungan Keluarga dengan Minat Berwirausaha Mahasiswa Program Studi Kependidikan Angkatan 2010 Fakultas Ekonomi Universitas Negeri Yogyakarta.

Subjek penelitian ini adalah mahasiswa Program Studi Kependidikan Angkatan 2010 Fakultas Ekonomi Universitas Negeri Yogyakarta sebanyak 100 mahasiswa. Penelitian ini merupakan *ex post facto.* Metode pengumpulan data yang digunakan adalah kuesioner (angket) dan dokumentasi. Kuesioner diujicobakan pada 100 mahasiswa Program Studi Kependidikan Angkatan 2010. Uji validitas instrument penelitian menggunakan *product moment* dan uji reliabilitas menggunakan koefisien *alpha*. Sebelum analisis data digunakan uji prasyarat analisis yang meliputi uji normalitas, uji linearitas, uji multikolinearitas, dan uji heteroskedastisitas. Analisis regresi sederhana digunakan untuk mengetahui pengaruh variabel bebas terhadap variabel terikat, sedangkan untuk mengetahui pengaruh kedua variabel bebas secara bersama-sama dengan variable terikat digunakan analisis regresi ganda.

Hasil penelitian menunjukan bahwa 1) terdapat pengaruh positif Pengetahuan Berwirausaha Terhadap Minat Berwirausaha dengan (r_{x1y}) sebesar 0.697, (r^2x_1y) sebesar 0.485, t_{hitung} sebesar 9,611 dan t_{tabel} pada taraf signifikansi 5% dengan db = 98 sebesar 1,984, $t_{hitung} > t_{tabel}$, persamaan garis regresinya $Y = 9,052X_1 + 20,699$. 2) terdapat pengaruh positif Lingkungan Keluarga Terhadap Minat Berwirausaha (rx_1y) sebesar 0,613, (r^2x_1y) sebesar 0,379, diperoleh t_{hitung} sebesar 7,686 dan t_{tabel} pada taraf signifikansi 5% dengan db = 98 sebesar 1,984, $t_{hitung} > t_{tabel}$, persamaan garis regresinya adalah $Y = 0,747X_2 + 16,219$. 3) terdapat pengaruh positif antara Pengetahuan Berwirausaha dan Lingkungan Keluarga Terhadap Minat Berwirausaha. $Ry_{(12)}$ sebesar 0,800, $R^2y_{(12)}$ sebesar 0,639, F_{hitung} sebesar 85,697, F_{tabel} sebesar 3,94, dan persamaan garis regresinya adalah $Y = 7,126X_1 + 0,511X_2 + 1,528$.

Kata kunci: minat, berwirausaha, lingkungankeluarga, pendidikankewirausahaa

THE EFFECT OF ENTREPRENEURSHIP KNOWLEDGE AND FAMILY ENVIRONMENT TO STUDENTS INTEREST IN ENTREPRENEURSHIP CLASS 2010 EDUCATION PROGRAM FACULTY OF ECONOMICS AT YOGYAKARTA STATE UNIVERSITY.

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ABSTRACT

This study aimed to determine: 1) the influence of Entrepreneurship Knowledge with Student Interest in Entrepreneurship Education Program Class 2010 Faculty of Economics, Yogyakarta State University, 2) the influence of family environment with Student Interest in Entrepreneurship Education Program Class 2010 Faculty of Economics, Yogyakarta State University, 3) the influence of Entrepreneurship Knowledge and Environment Family with Student Interest in Entrepreneurship for Education Program Class 2010 Faculty of Economics, Yogyakarta State University.

The subjects were students of Education Program Class 2010 Faculty of Economics, Yogyakarta State University as many as 100 students. This study was an ex post facto. Methods of data collection used was a questionnaire and documentation. The questionnaire tested on 100 students of Educational Program Class 2010. Testing the validity of the research instrument using the product moment and test reliability using coefficient alpha. Prior to use test data analysis requirements analysis covering the normality test, linearity, multicollinearity test, and heteroscedasticity test. Simple regression analysis was used to determine the effect of independent variables on the dependent variable, while the second to determine the effect of independent variables together with the dependent variable used multiple regression analysis.

The results showed that 1) There is Positive Effect Between Entrepreneurship Knowledge to Student Interest Entrepreneurship r_{x1y} is 0.697 and r^2_{x1y} is 0.485. t_{test} is 9.611 and t_{table} on sigof 5% by 1.984 for db = 98 and N = 100. It showed that $t_{test} > T_{table}$, 9.611> 1.984. Equation regression Y = $9.052X_1 + 20.669$. 2) There is Positive Effect Between Family Environment to Student Interest Entrepreneurship. r_{x1y} is 0.613 and r^2_{x1y} is 0,379. t_{test} is 7,686 and t_{table} on sigof 5% by 1.984 for db = 98 and N = 100. It is show that $t_{test} > T_{table}$, 7.686> 1.984. Equation regression Y = $0.747 X_2 + 16.219$. 3) There is a Positive Effect Between Entrepreneurship Knowledge and Family Environment to Students Interests in Entrepreneurship. $(R_{y (1.2)})$ is 0.800. and $(r^2x_{1,2}y)$ is 0.639. F_{count} of 85.697 and F_{table} at a sig level of 5% with db = 98 is 3.94. The regression line equation is Y = $7126 + 0.511 X 1 X 2 + 1.528$.

Keywords: interest, entrepreneurship, family environment, entrepreneurship knowledge

FOREWORD

THE EFFECT OF ENTREPRENEURSHIP KNOWLEDGE AND FAMILY ENVIRONMENT TO STUDENTS INTEREST IN ENTREPRENEURSHIP CLASS 2010 EDUCATION PROGRAM FACULTY OF ECONOMICS AT YOGYAKARTA STATE UNIVERSITY

I would like to thank Allah the Almighty that has given me His bless and His mercy so that this undergraduate thesis entitled "The Effect Of Entrepreneurship Knowledge And Family Environment To Students Interest In Entrepreneurship Class 2010 Education Program Faculty Of Economics At Yogyakarta State University" was completed. I realize that it would not have been possible without the support of many people. Therefore, I would like to express my deepest gratitude to the followings:

1. Prof. Dr. RochmatWahab,M.Pd., M.A., Rector of Yogyakarta State University.

2. Dr. Sugiharsono, M.Si, Dean of Faculty of Economics who had gave the research permission for this undergraduate thesis.

3. AnnisaRatna Sari, MS.Ed., my supervisor I who had been kindly supervise me and encourage me during the research.

4. Andian Ari Istiningrum, M.Com, my supervisor II for the beneficial suggestion and guidance in this research.

5. Diana Rahmawati, M. Si for guiding me when I was down.

6. My Mom and Dad for all supports they give me all support and spirit all the time.

7. My Sisters Ayi and Ayu for supporting me

8. Fitra kukuh pradana thanks for accompaniying me everytime and everywhere also thanks for everything

9. Nadiya, inem, aning, not-not, icot and all friends

10. All parties who cannot be mentioned individually but had provided me all their supports and assistances during the research process.

May God gives the best for all the people mentioned above. Finally, I hope that this work will be useful for the readers.

Yogyakarta, June 30, 2014

Researcher,

Akilah Dian Margiyanti

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CHAPTER I
INTRODUCTION

A. Background

One of the problems to be solved by the people of Indonesia is the problem of employment. Employment issue in Indonesia is very complex. one reason is the existence of labor market inequality, where the labor supply is higher than demand. With the imbalance in the labor market resulted in high unemployment. Large and high population growth can indeed improve National's economy if the quality of Human Resources (HR) either. However, for Indonesia, the high population growth becomes a burden because it is not followed by employment growth.

Unemployment still be one of several special attention of the government. The open unemployment rate in Indonesia is still quite high. Indonesia's unemployment rate was 6.1% in 2012 it is still far away from Hong Kong by 3.2%, South Korea by 3.1%, Malaysia 2.8%, Vietnam 2.3%, Singapore 2% and Thailand is only about 0.92% (metrotvnews.com). *Biro Pusat Statistik* (BPS) said the number of open unemployment in February 2013 reached 7,170,523 peoples. And 5.88% were unemployed with background education as graduates (bps.go.id).

One way to tackle unemployment for Indonesia is with entrepreneurship. Options for entrepreneurship and create jobs likely to generate

greater revenues than on a career as an employee. Besides being an entrepreneur can absorb labor, thereby reducing the number of unemployed. Tax is paid by the entrepreneur can increase state revenue. However, the number of entrepreneurs in Indonesia is still relatively low or lags behind other Asian countries.

According to Deputy Human Resources Ministry of Cooperatives and Small Enterprises are based on data from the BPS, the number of entrepreneurs per January 2012 reached 3.75 million people or 1.56% of the total population of Indonesia. This figure still lags behind other Asian countries such as China and Japan, the number of entrepreneurs who have more than 1% of the population. In Southeast Asia, Indonesia is still less than about 5% of Malaysia and Singapore as much as 7% of the total population (depkop.go.id).

Being an entrepreneur takes a strong interest in entrepreneurship. Data from the Central Bureau of Statistics (BPS) states that those with higher education are less have an interest in entrepreneurship, recorded only 10% were interested in entrepreneurship and even those with lower education stood at 49% are interested in becoming entrepreneurs. According to Nana Supriatna, (2006: 363) the interest is high tendency toward something. Factors affecting interest in entrepreneurship can be divided into two: internal factors and external factors. Which includes internal factors such as the attitude of creative, imaginative, motivation, talent, self-esteem, personality, gender, and age. While external factors or factors originating from outside such as family, community, information, and education.

One of the efforts to increase the number of entrepreneurs is through education. Education should be able to play an active role to prepare educated human resources capable of facing the challenges both locally, regionally, nationally and internationally. It is not only mastered enough theories, but also willing and able to apply in social life. Such education is education that is oriented to the formation of entrepreneurship spirit, the creative spirit to find solutions and deal with problems that, independent spirit, and not depend on others. In fiscal year 2009, the Government through the Directorate General of Higher Education, Ministry of National Education has launched the Student Entrepreneurial Program (PMW) to be implemented and developed by the college. The program is implemented in the entire State College (PTN) and in several Private Universities (PTS), selected by the Coordinator of Private Higher Education (Kopertis) with the allocation of funds is different. Nonetheless, students' interest in entrepreneurship is still relatively low because they are still focused on looking for a job as a goverment or private employee. This is likely due to the learning system applied in various colleges today are more focused on how to prepare the students to quickly pass and get a job, instead of graduates who are ready to create jobs (PMW's Guide, 2012: 4). Thus, the institution should have a role in instilling the entrepreneurial spirit. Learning achievement is an indicator of the quality and quantity of essential knowledge students understand the courses on campus. Thus, it can be seen from the above understanding is the learning achievement of entrepreneurship courses is evidence of the success of the students in the mastery of entrepreneurship education and training

programs through the stages of evaluation of learning represented by the value of measuring learning achievement entrepreneurship education and training programs.

Family environment is the smallest unit in society also plays an important role in growing interest and motivation in entrepreneurship. In terms of the environment, the formation of character, intelligence, skills, personality, ideology first family is the most dominant environment. Every parent be an example for their children. With the guidance and supervision of a parent, the child's psychological elements can be optimally utilized. Children tend to continue the family tradition, for example in the case of working parents work background is one of the factors that have a role in the child's interest in entrepreneurship. But in this case not all parents are entrepreneurs.

Yogyakarta State University is one of the universities that conduct entrepreneurship courses that are expected to spark interest in entrepreneurship and the spirit of entrepreneurship also can apply the knowledge in real life. At Yogyakarta State University given entrepreneurial learning in entrepreneurship courses, which consists of 2 credits each week. In this entrepreneurship course also required students to apply the learning outcomes in the form of proposals and practice of entrepreneurship.

Based on interviews conducted by the researchers to some respondents, 9 out of 10 people said that being an entrepreneur is very good but it is still more likely to choose to become civil servants or work in private. Learning entrepreneurship in

universities unlikely to be absorbed entirely by the students because it can not change the mindset of students about entrepreneurship and also the background of the parents of students who are not all entrepreneurs also affect student interest in entrepreneurship.

Based on the above information, the researcher will examine The Effect of Entrepreneurship Knowledge and Family Environment to Students Interest in Entrepreneurship Class 2010 Education Program Faculty of Economics at Yogyakarta State University.

B. Problem Identifications

Based on the background, identification of problems found are:

1. Interest in entrepreneurship in Indonesia is still relatively low evidenced by data from BPS that the number of entrepreneurs in Indonesia is only about 1, 56% of the total population and this number still lags behind China, Japan, Malaysia and Singapore.

2. Students do not understand the full potential of entrepreneurial learning because they still prefer to be civil servant and employee in private company

3. Not all parents of students are entrepreneurs.

C. Limitations

This study focuses on entrepreneurship Interests. Based on the background, the factors affecting interest in entrepreneurship are education and family environment. Education gives all knowledge about entrepreneurship and family environment is the most dominant environment of students and parents can be models or examples for them. The researcher of this study limit on Entrepreneurship Knowledge and Family Environment suspected effect on Students' Interest in Entrepreneurship Educational Program Academic Year 2010 Faculty of Economics at Yogyakarta State University, so that research coverage is not too widespread.

D. Problem Formulation

1. How does the Entrepreneurship Knowledge affect Students Interests in Entrepreneurship Education Program Class 2010 Faculty of Economics Yogyakarta State University?

2. How does the Family Environment affect Students Interests in Entrepreneurship Education Program Class 2010 Faculty of Economics Yogyakarta State University?

3. How does the Entrepreneurship Knowledge and Family Environment affect Students Interests in Entrepreneurship Education Program Class 2010 Faculty of Economics Yogyakarta State University?

E. Research Objectives

1. To understand the Effect of the Entrepreneurship Knowledge to Students Interests in Entrepreneurship Education Program Class 2010 Faculty of Economics Yogyakarta State University.

2. To understand the Effect of the Family Environment to Students Interests in Entrepreneurship Education Program Class 2010 Faculty of Economics Yogyakarta State University.

3. To understand the Effect of the Entrepreneurship Knowledge and Family Environment to Students Interests in Entrepreneurship Education Program Class 2010 Faculty of Economics Yogyakarta State University.

F. Research Benefits

There are 2 types of benefits for the students, they are:

1. Theoretical benefits

This study is beneficial to increase understanding about The Effect of Entrepreneurship Knowledge and Family Environment to Students' Interest in entrepreneurship.

2. Practical Benefits

   a. For Authors

   This research may give an additional insight in terms of entrepreneurship and also various kinds of things that the background entrepreneurship desires.

   b. For Students

      1. This research can provide benefits to explain the description of the thesis writing.

      2. This study can be a comparative study as well as supporting them in further research.

   c. For University

   The teachers / lecturers can find out the importance of shaping the environment and culture of entrepreneurship within the University.

   d. For the government

   Government may re-evaluate if the entrepreneurship program has been implemented to make it more effective in the future.

CHAPTER II
LITERATURE AND HYPOTHESES FORMULATION

A. Theory Description

1. Entrepreneurship Interests

a. Definition of Entrepreneurship Interests

Interest in the object is a problem that can lead to tangible and positive impact and not infrequently cause a negative impact. Interest is often associated with a person's personality. This is consistent with what is presented Djaali (2007: 121), the interest is more like the taste or interest in a thing without any coercion. Interests basically god reception would a relationship between oneself with something outside of themselves. So the stronger the relationship is getting stronger interest. According to Muhibbin Shah (2005: 136) "interest is the tendency of interest and excitement in a person high / great interest in something".

An interest can be expressed through a statement showing that a person is more like a thing than anything else. A person who has an interest in a particular subject tend to give greater attention to the subject (Slameto, 2003: 180). Meanwhile, according to Khairani Ma'mun (2013, 135-138), interest arising from environmental sources or the result of interaction and learning environment. If the person's interest in something arises, then the interest would be the potential for its success on the field. Interest will lead to tremendous energy to fight for what is in demand. Interests contains the following elements:

1. Interests is a symptoms psychological

2. The existence concentration attention of subjects because interested

3. The existence feeling happy to object

4. The existence willingness on self subjects for do activities to achieve purpose.

Based on the notion of interest presented by the experts above, it can be concluded that the interest is the tendency of a person's attitude toward something he can give rise to pleasure, that form of activity or the other. Interest can also be interpreted as one's consciousness to have more attention than the others to know, understand, learn and prove a point. So the activities that interest a person will tend to be taken continuously and accompanied with a sense of fun.

Furthermore, the entrepreneur is someone who has the ability to independently and freely to conduct business. Entrepreneurial free to determine, manage, and control matters relating to his business. An entrepreneur is always to increase its business by making creations and innovations for a chance.

Based on Bygrave in Suryana (2003: 12) entrepreneur is a person who had the opportunity and creates an organization to pursue that opportunity. Another opinion expressed by Meredith in Suryana (2003: 12) argues that entrepreneurship can also be interpreted as an ability to see and assess business opportunities, gather the resources needed to take advantage of it and take appropriate action in order to generate a profit of these opportunities.

The entrepreneur is someone who has the ability to use resources such as financial, raw materials, and labor to produce something new. It can be concluded that the interest in entrepreneurship is a psychological phenomenon when a person

tends to pay attention, to have a sense of excitement, and the desire to engage in self employment (Nana Surpriatna, 2006: 364).

Based on the above description we can conclude that entrepreneurship is an activity to explore the ability to create something new (innovation) by combining resources in new ways. Entrepreneurship aims to create new products. Based on the above definition, it is an interest in entrepreneurship is the tendency of a person's attitude toward something that can cause pleasure to do something. Something that made an attempt to create a new business or a business.

b. Factors that affect the interests of entrepreneurs

Alma (2007: 9) states there are three critical factors that play a role in interest in entrepreneurship are:

1. Personal

    Concerning personal aspects of one's personality. David Mcceland in Alma (2007: 13) in his book *The Achieving Society* states that an entrepreneur is someone who has the desire of achieving very high compared to those who are not self-employed.

2. Sociological

    Sociological problem which concerns the relationship with the family and other social relationships. Alma (2007: 7-8) states the family relationship problems can be seen from the parents, occupation, and social status. Social factors that influence the interest in entrepreneurship is the problem of family responsibilities. In addition to the work of parents is often seen that there is the influence of parents who work alone, and has his own business tend to be

entrepreneurs as well. This situation often gives inspiration to someone. Environment in the form of "role model" effect also found interest in entrepreneurship.Role models typically look to parents, siblings, other relatives (grandparents, uncles, aunts, children, friends, spouse, or a successful entrepreneur who they adore. Impetus friend enough to affect the spirit of entrepreneurship because it can discuss freely than others .

3. Environmental

Environmental namely concerning the relationship with the environment. Suryana (2008: 63) states environmental factors derived from them are role models, opportunities, activities, besides it is also influenced by competitors, resources, and government policies. As demonstrated by Alma (2007: 13) that there are some locations or areas that many entrepreneurs, such as in the Silicon valley area in the United States which found many big businessmen buy and sell goods, transportation, warehousing, banking, and various consulting services. This atmosphere is very influential to the public to foster an interest in entrepreneurship.

According to (Nana Surpriatna, 2006: 364) Interest in entrepreneurship is influenced by several factors, namely:

1. Internal factors such as; being creative, independent attitude, imaginative, talent, personality, gender, and age.

2. External factors such as; experience, environmental conditions, information, and education.

2. **Entrepreneurship Knowledge**

Understanding of Entrepreneurship Knowledge

Knowledge is defined by the Oxford English Dictionary (Oxford Press, 2005: 238) as the information, understanding and skills through education or experience Gained. Based on Indonesian dictionary (2001) knowledge associated with everything that is known to be associated with the learning process.

Knowledge is the result of human effort to know. Know the job is the result of a known, converted, understand, and clever (Salam, 2003). According to Notoatmodjo (2003), knowledge *(knowledge)* is the result of human know that simply answering the question *"What"*. Knowledge is the result of the idea, and it occurred after the conduct of sensing towards a particular object. Sensing, smell, taste, and touch. cognitive domain is very important in shaping a person's actions*(overt behavior).*

Entrepreneurship is synonymous with a person's ability in business or businesses. According to Raymond W.Y Kao in Sugiono and Kurnianing Isolotipu Arif (2010: 12).Entrepreneurship can be defined as the process of creating something new and create something different from the existing ones. The goal is to achieve the well-being of individuals and the value added to society. According to Thomas W.Zimmerer in Winarto (2011: 11) entrepreneurship is the application of creativity and innovation to solve problems and exploit opportunities facing the community. Entrepreneurship is also part of courage in the face of risk by working hard to create new businesses.

From the above it can be concluded that entrepreneurship knowledge is the result of the process of seeing, hearing, feeling, and thinking on which the man in the

act and the act to apply creativity and innovation as well as take advantage of opportunities to create new businesses.

Hisrich (2008: 75) states that education is very important in the entrepreneurial journey. The importance of education is not only reflected in educational attainment, but also in the fact that education plays a vital role to help entrepreneurs overcome the problems they face. Study in India by Sinha in Indarti (2008: 35) proves that the educational background to be one important determinant of entrepreneurial interest and success of the business carried on. Situmorang in Indarti (2008: 35) states that the purpose of education is to develop the entrepreneurial community *(entreprising people)* and instill the attitude of believing in yourself by learning appropriate. Entrepreneurship education and entrepreneurial training and education programs aimed at establishing an independent small business. Jones in Settyorini (2009: 38) More specifically emphasized the importance of entrepreneurship education. Jones further stated that entrepreneurship education is the process of preparing an individual with the ability to recognize commercial opportunities, improve self-esteem, knowledge and skills to act against the commercial opportunity. Kourilsky in Settyorini (2009: 38) defines entrepreneurship education as an opportunity to identify, compile resources with the presence of risk, and build a business enterprise.

Charney in his research on the graduate of the University of Arizona in 1985-1999 by comparing the graduates who received entrepreneurship education with graduates who do not get education entrepreneurship concluded following a few important things:

1. Shown to increase interest in entrepreneurship education establishmentsnew companies. Graduates who earn three times more entrepreneurship

education much to establish a new company than the graduates who do not entrepreneurship education.

2. Increase the interest of entrepreneurial education graduates are three times more likely to be self-employed *(self - employed)* than graduatesyan g not get entrepreneurship education.

3. Entrepreneurship education increases the earnings of graduates who entrepreneurship education as much as 27 percent higher.

4. Education entrepreneurial growth companies primarily a pad of small companies, large corporations influence on entrepreneurship education more difficult to measure. But the big companies provide a larger salaryto graduates who have entrepreneurial education. Companies that graduates who have established entrepreneurship education is also greater.

5. Promote entrepreneurship education of technology transfer universities to the private sector and promoting companies and products based technology. The graduates with entrepreneurship education morecompanies tend to work with higher technology. Charney in Settyorini (2009: 39)

According to Churchill in Lupiyoadi Creep (2007: 31) "the most Likely entrepreneurs to fail would be those with experience and no education and 2 nd most Likely entrepreneurs to fail would be those with education but no experience, conversely, entrepreneurs who had both education and experience would be associated with the most profitable business enterprises. This makes education an important issue one ".

This opinion is supported by the Eels and Mas'oed in Lupiyoadi Creep (2007: 39) said that compared with other workers educated personnel S1 has a greater potential to successfully become an entrepreneur because it has been developing reasoning and greater insight. A scholar also has two principal roles, first as a manager and the second as the originator of the idea. The role of the first form of action to resolve the problem, so knowledge management and adequate engineering is absolutely necessary. The role of the two presses on the need to develop alternative stringing capability. In this case the provision is needed in the form of a complete scientific knowledge.

Entrepreneurship course in UNY given to students in 3rd semester. It consists of 2 SKS each week. The material in entrepreneurship course are mental

development, entrepreneurial character, achievement motivation, the nature of entrepreneurship, business ethics, social responsibility, and production management (Tejo Nurseto, 2011: 7)

3. Family Environment

Understandingof The Family Environment

The environment is always around the time humans from birth until death, so that between the environment and humans there is a reciprocal relationship in terms of the environment affect humans and humans affect the environment. Sartain in Dalyono (2005: 132) that what is meant by the environment includes all conditions - conditions in the world in certain ways affects behavior, growth, development or *life process* we except the genes, and even genes can be seen as well as prepare the environment for other genes.

Sartain environmental divide into 3 parts (Dalyono, 2005: 133):

1. Natural environment / outside, everything is there in this world that is not human, such as houses, plants, water, climate, animals and so on.

2. The environment, including everything that is outside of the natural environment.

3. Social environment, ad a man was all oang or others that affect us.

Ki HajarDewantara in Dwi Siswoyo , et al (2008: 139) differentiates education based on the institutional environment, namely:

1. Family environment
2. Environment college / school
3. Environmental movement / youth organizations.
   The neighborhood known as the Tri Education Center.

Mentioned that the family is central to the education first and foremost. Because the family that the child's personality is formed. Families have a major influence on the personality development of children.

The definition is derived from the family environment and family environment. Psychologically, the environment includes all the stimulus received by individuals ranging from the concession, birth to death.Simulation may be properties, interactions, tastes, desires, feelings, goals, interests, needs, wishes, emotions and intellectual capacity (Dalyono, 2005: 129)

Hasbullah (2005: 38) argues that the family environment is an educational environment in the family first because this is the first time the child gets the education and guidance.

Interest in a person to an object begins from one's attention to the object. Interests are not innate, but rather to grow and develop in accordance with the factors that influence it. Interests can vary depending on the factors that influence them are environmental factors. According Lupiyoadi (2007: 12) environmental factors that affect interest include family environment, environmental education and community environment. Family environment, is one of the environmental factors that can affect a person's interest in entrepreneurship. Parents are the earliest social contact that we have experienced and the most powerful. Information is communicated to the parents the child will be stuck than other information received by the child throughout his life, and the parents who set expectations for their children. Murphy in Sumarni (2005: 35) states that he thinks is very important to save the child from getting a view of him that was not

fun. Positive self-concept in children will be created if the condition is characterized by

the presence of family integrity and high tolerance among family members.

The factors contained in the family according to Slameto (2003: 60-64) family environment consists of:

1. How parents to educated children

    How parents to educate their children great influence on the way children learn and think. There are parents who educate military dictator, there is democratic and there is also a family indifferent to the opinion of every family.

2. Relationships between family members

    Relationships between family members is the most important relationship of parents with their children. For the smooth and successful children's learning, the need for good relations within the family. A good relationship is a relationship of understanding and compassion, along with guidance for the success of children's learning.

3. Home atmosphere

    Atmosphere was intended as a home situations or events that often occur in families where the children are and learn. The atmosphere is an important factor that does not include accidental factors. Home atmosphere rowdy / noisy and *chaotic* will not give peace to the children learn. Home atmosphere tense, noisy and often *bicker* quarrel between family members or with other family cause children to be bored at home, like out of the house and consequently learn screwed so to think of his future was not well concentrated.

4. Economic condition of the family

    In family economic conditions are relatively less, causing the parents are not able to meet the basic needs of children. Not infrequently factors of economic hardship became a motivator or driving children to be more successful. As for the excessive economic families, older people tend to be able to meet all the needs of the child, including the child's education problems including can move up to a higher level. Sometimes the condition is all-sufficient to make parents less attention to children because they feel meets all their needs, resulting in the child being lazy for learning and achievement acquired will not either.

5. Understanding Parents

    Children learn need encouragement and understanding from parents. Sometimes the child has a weak spirit, then the parents need to make one and push it, help wherever possible difficulties experienced by children both at school and in the community. It is important to keep his confidence grow.

B. Relevant research

Relevant research by this research is conducted by:

1. FitriAniSusanti (2008) with the title of the Relationship Between Family Environment, Entrepreneurship Awareness and Practice industri With Student Interest in Entrepreneurship Accounting Expertise Program Class XII SMK 1 Bantul, Yogyakarta, academic year 2007/2008. The results showed that, there is a positive and significant relationship between family environment, entrepreneurial knowledge and implementation of industry practices with class XII student interest in entrepreneurship programs accounting expertise $F_{calculated}$ at a significance level of 5% (14.635> *2.74).* Magnitude of multiple correlation coefficient (R) of 0.610. The magnitude of the coefficient of determination (R $^{2)}$ of 0.372.

2. Wiwit Rachmani Nur (2009) under the title Contributions Against The Growing Interest in Entrepreneurship Education Entrepreneurship Class XI Students Office Administration Skills Program SMK N 1 Wonosari. The results showed that, there is a positive contribution in growing interest in entrepreneurial learning entrepreneurship skills program class XI student of SMK N 1 Office Administration indicated Wonosari correlation coefficient (R) of 0.848. Based on the results of multiple correlation analysis to be performed in this study were obtained coefficient of variance showed determinasi that interest in entrepreneurship can be explained in a combination of all three independent variables, namely R^2 of 0.719. This means that 71.9% interest in entrepreneurship is explained by entrepreneurial learning, practice of entrepreneurship and entrepreneurial attitude formation. While 28.1% is explained by other factors not addressed in this study.

C. Framework

many factors can affect Interest in Entrepreneurship. Some of factors which can affect Interest in Entrepreneurship are Entrepreneurship Knowledge and Family Environment.

1. The Effect of Entrepreneurship Knowledge to Students' Interest in Entrepreneurship Class 2010 Education Program Faculty of Economics at Yogyakarta State University.

   Entrepreneurship Knowledge can affect to students' Interest in Entrepreneurship. in Entrepreneurship course, students are taught how to be a good entrepreneur and explained the benefits and advantages of becoming an entrepreneurs. if someone has a positive view of entrepreneurship then that person would be attracted to entrepreneurship. So Entrepreneurship Knowledge can Affect to Students' Interest in Entrepreneurship.

2. The Effect of Family Environment to Students' Interest in Entrepreneurship Class 2010 Education Program Faculty of Economics at Yogyakarta State University.
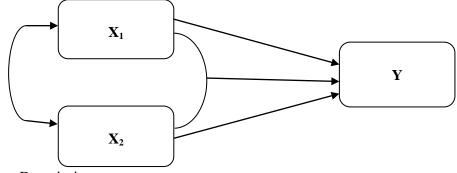
   family environment is the first environmental education in the family because this is the first time the child gets the education and guidance. Children use to follow or continue what parents do. Parents become models for children. If parents are entrepreneurs or they introduce about entrepreneurship, children will think to be entrepreneurs . So Family Environment can affect Students' Interest in Entrepreneurship.

3. The Effect of Entrepreneurship Knowledge and Family Environment to Students' Interest in Entrepreneurship Class 2010 Education Program Faculty of Economics at Yogyakarta State University.

Both those variables can affect student interest in entrepreneurship. those variables have positive effect to increase interest in entrepreneurship. Someone who has knowledge of entrepreneurship and have a family environment that supports entrepreneurial activity will tend to have more interest in entrepreneurship than others.

from the description above, it can be concluded that Entrepreneurship Knowledge and Family Environment to Students' Interest in Entrepreneurship Class 2010 Education Program Faculty of Economics at Yogyakarta State University. If we describe the scheme of frame work in this research as follows:

D. Paradigm Research

Description:

X_1 = Knowledge Entrepreneurship
X_2 = Environmental Family
Y = Interest in Entrepreneurship
r_1 = single variable regression of X_1 on Y
r_2 = single variable regression of X_2 on Y
r_1 = multiple regression variables X_1 and X_2 on Y

E. Research Hypothesis

1. Variable X_1 has a positive influence on variable Y.

2. Variable X_2 has a positive effect on the variable Y.

3. Variable X_1 and X_2 have positive influences together to variable Y.

CHAPTER III
METHODS

A. Research Design

Judging from the type of data and analysis, this study uses a quantitative approach, namely by using a data collection instrument research, quantitative data analysis / statistics in order to test the hypothesis that has been established (Sugiyono, 2009: 14). Judging from the onset of variables, this study is an ex post facto research. Ex post facto research study is aimed at finding possible causes forbehavioral changes, symptoms or phenomena caused by an event, behavior or things that cause changes in the independent variables as a whole (Rahayu, 2013: 1). According to Cooper and Schindler (2001: 136) Ex post facto is a method of teasing out possible antecedents of events that have happened and therefore can not be controlled, engineered or manipulated by the investigator.

B. Research Variables

Kerlinger in Sugiyono (2009: 61) gives the definition of a variable as a contract or properties which will be studied. The variables in this study are as follows:

1. Dependent variable is the interest in entrepreneurship.

2. The independent variable is the knowledge of entrepreneurship and family environment.

C. Operational Definitions

The operational definition of each variable in this study is as follows:

1. Entrepreneurship Knowledge

Entrepreneurship knowledge is the result of the process of seeing, hearing, feeling, and thinking on which the man in the act and the act to apply creativity and innovation as well as take advantage of opportunities to create new businesses. Indicators used to measure entrepreneurial knowledge in this research are students' knowledge about entrepreneurship, mental development, entrepreneurial character, achievement motivation, the nature of entrepreneurship, business ethics, social responsibility, and production management. All indicators can be found in entrepreneurship course. The data in this variable can be obtained from entrepreneurship course that has been obtained.

2. Family environment

Family environment is one of the environmental factors that can affect a person's interest in entrepreneurship. family environment is first educational environment in the family because this is the first time the child gets the education and guidance. Indicators for this variable are how parents educate children, relationships between family members, home atmosphere, Economic condition of the family, and understanding parents. To collect data

in this variable, researcher distributed questioners to students based on the indicators.

3. Interest in entrepreneurship

Interest in entrepreneurship is a psychological phenomenon when a person tends to pay attention, to have a sense of excitement and the desire to engage in self employment. The indicators of interest in entrepreneurship variables are giving attention to anything related to entrepreneurship, feeling happy, and willing to do entreprenership. Data in this variable is obtained from a questionnaire distributed to the students using a Likert scale 1-4.

D. Population and Samples of the research

The population used in this study were the students of economic faculty which choose education course at Yogyakarta State University and enrolling start from 2010.They are Accounting Education, Economic Education and Office Administration Education.

The sample is representative of the majority or the population (SuharsimiArikunto, 2010: 174). To determine the number of samples in this study, use tables and the determination of the total population sample ofIsaac and Michael developed using error level of 5%.

Table 1 Total Population and Samples

Department	Number of population	Number of samples
Accounting Education	120	$\frac{120}{310}$ x 100 = 38.71 = **39**
Economic Education	100	$\frac{100}{310}$ x 100 = 32.28 =**32**
Office Administration Education	90	$\frac{90}{310}$ x100 = 29.03 = **29**
Total	**310**	**100**

E. Data Collection Techniques

Data collection techniques used in this study are as follows.

1. Questionnaire

   It is one of the method used by researchers in collecting data research. In this study the method used is the method of questionnaire; a questionnaire is a data collection technique done by giving a set of questions or a written statement of the respondent to answered (Sugiyono, 2009: 142). In this study, questionnaire used to obtain data on the family environment and interest in entrepreneurship is obtained directly from the student / respondent.

2. Documentation

In this study, the method of documentation used to determine student learning outcomes in entrepreneurship courses which would then be used as a reference as the data to determine student knowledge entrepreneurship.

F. Research Instruments

Research instrument is an instrument or facility used by researchers in collecting data to make their job easier and getbetter results, in the sense of a more thorough, complete and systematic approach so that data is more easily processed (Arikunto, 2010: 203). According Sugiyono (2009: 133), research instrument is used to measure the value of the variables studied. The number of instruments that will be used for research depends on the number of variables in the study. Instrument in this study is the form of questionnaire. Questionnaire used to reveal the knowledge of entrepreneurship and family environment.

The steps to prepare the research instrument are as follows:

1. Transfer students' grade in entrepreneurship course from alphabet (A,A, B+,B, B-, C, D) to numbers. (find in attachment 5).

2. Making grating instrument for variable X_2 and Y.

Based on the study, the concluded lattice variables as follows:

Table 2 Grid Research Instruments

no	Variable	Indicator	number of questions
1	Interest in entrepreneurship	1. Feeling happy	1, 2, 3, 4, 5
		2. Give attention to anything related	6*, 7, 8, 9, 10, 11

		to entrepreneurship	
		3. Willing to do entrepreneurship	12, 13, 14, 15
2	Family environment	1. How parents educate children	1,2,3,4
		2. Relationships between family members	5, 6, 7
		3. Home atmosphere	8, 9, 10
		4. Economic condition	11,12,13
		5. Understanding parents	14.15

2.   Scores

For the purposes of quantitative analysis, the answer to every item instrument can be scored. In this study, the scoring method used is a Likert scale with a score of 1-4. Here is a description of the scoring for each instrument:

Table 3: Scoring the Instrument Interest in Entrepreneurship And Family Environment

Alternative Answers	Positive Questions	Negative Questions
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

G. Testing Instrument

Before the questionnaire used to collect data from research subjects, first test instrument is to obtain a valid and reliable measurement tool. Data from the results of these trials are used to determine whether the instrument is used as a research instrument worthy or not through validity and reliability.

For testing instrument, researcher distributed questioners to 100 students of Education program in Faculty of economics, Yogyakarta State University

1. Validity Test

According toSugiyono (2009: 172) the validity is a measure to determine whether the observed data is valid or invalid in an instrument, while SuharsimiArikunto (2010: 64) defines that validity is a measure that shows the levels of validity or the validity of an instrument.

Validity formula using product moment by Karl Pearson:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum_X 2 - (\sum X)2\}} \sqrt{\{N \sum_Y 2 - (\sum Y)\}2}}$$

Description:

r_{xy} = correlation coefficient of an item

N = Number of respondents

$\sum XY$ = Number of multiplication of X and Y

$\sum X$ = Total score instrument per item

$\sum Y$ = Total score of instruments

$\sum_X 2$ = Sum of squares score instrument per item

$\sum_y 2$ = Sum of squares total score instrument

(SuharsimiArikunto, 2010: 213)

Price r $_{count}$ r $_{table}$ is then compared with the 5% significance level. If the $_{calculated}$ value of r is equal to or greater than the $_{table}$ r point of the instrument in question is valid. Conversely, if the $_{calculated}$ value of r is equal to or greater than the $_{table}$ r point of the instrument in question is not valid. Test validity in this study using SPSS version 17.0.

From the test results on 100 students instruments Education Program class of 2010, the results obtained on the instrument Entrepreneurship Interests of 15 questions are 1 items that fall and 14 items declared invalid. While the Family Environment instrument of 15 statements that fall there are 2 items and 13 items declared invalid. Resume of validity test for both variables are:

Table 4: Validity test for Entrepreneurship Knowledge Variable

ITEM	r count	r tabel	DESCRIPTION
item 1	0,510	0,195	valid
item 2	0,565	0,195	valid
item 3	0,533	0,195	valid
item 4	0,495	0,195	valid
item 5	0,535	0,195	valid
item 6	0,427	0,195	valid
item 7	0,505	0,195	valid
item 8	0,508	0,195	valid

item 9	0,383	0,195	valid
item 10	0,142	0,195	tidak valid
item 11	0,202	0,195	valid
item 12	0,535	0,195	valid
item 13	0,416	0,195	valid
item 14	0,489	0,195	valid
item 15	0,598	0,195	valid

Table 5: Validity test for Family Environment Variable

ITEM	r count	r tabel	DESCRIPTION
item 1	0,551	0,195	valid
item 2	0,410	0,195	valid
item 3	0,159	0,195	tidak valid
item 4	0,593	0,195	valid
item 5	0,115	0,195	tidak valid
item 6	0,382	0,195	valid
item 7	0,596	0,195	valid
item 8	0,575	0,195	valid
item 9	0,664	0,195	valid
item 10	0,354	0,195	valid
item 11	0,541	0,195	valid
item 12	0,398	0,195	valid
item 13	0,261	0,195	valid
item 14	0,377	0,195	valid
item 15	0,285	0,195	valid

2. Reliability test

Reliable indicates that an instrument is trustworthy enough to be used as a data collection tool (SuharsimiArikunto, 2006: 178).Reliability test in this study using the formulaCronbachAlpha used to find the reliability of the scores instead of 1 or 0. The formula Cronbach Alpha in Sugiyono, (2007: 365) is as follows:

$$r_i = (\frac{k}{k-1})\ (1 - \frac{\sum s_i^2}{s_t^2})$$

descriptions:

r_i = reliability of the instrument

k = number of items

$\sum s_i^2$ = Mean squared error (variance items)

s_t^2 = *Total variance*

Here is the formula the total variance and variance items in Sugiyono,

(2007: 365) is as follows:

$$s_t^2 = \frac{\sum X^2}{n} - \frac{(\sum X_i)^2}{n^2}$$

$$s_i^2 = \frac{JK_i}{n} - \frac{JK_s}{n^2}$$

descriptions:

JK_i = sum of the squares around the scores of items

JK_s = sum of squares subject

Then r_i calculation results obtained are interpreted in correlation

coefficients according to the level of reliability Sugiyono as follows:

Table 6 Interpretation r value

Large Value of r	Interpretation
0,000 to 0,199	Very low
0.200 to 0.399	Low
0,400 to 0,599	Moderate
0,600 to 0,799	Strong
0,800 to 1,000	Very strong

(Sugiyono, 2007: 231)

Instrument said to be reliable if, r_{count} is equal to or more than

r_{table}. Conversely, if r_{count} less than r_{table} is said to be unreliable or consulted

with the value of r $_{count}$ r table with the provisions reliable interpretation if

$r_{count} \geq 0.600$

Based on the results of the test instrument at 100 students Education Program FE-UNY, with SPSS 17, the result of instrument reliability calculation: (1) Interest in entrepreneurship r_i(Cronbach Alpha) is 0.742, (2) r_i(Cronbach Alpha) in Family Environment is 0.695. Based on the analysis results, we can conclude that the instrument for each variable are in a strong category and otherwise reliable for use in this study.

H. Data Analysis Techniques

1. Test assumptions / requirements analysis

   a. Normality Test

      Normality test is used to determine whether the data generated from each variable is a variable with a normal distribution or not. Normality test is used to analysis *kolmogorov-smirno.* Results calculated with SPSS greater than 0.05 at the 0.05 significance level.

   b. Linearity test

      Linearity test is used to determine whether the relationship between independent variables and related variables is linear or not. To see whether linear or independent variable (X) with associated variable (Y) can be seen from *Table ANOVA* F test at 5% significance level. The formula used is:

$$F_{reg} = \frac{RK\,reg}{RKres}$$

Description:

F_{reg} = Price F for the regression line

RK_{reg} = Mean squares regression line

RK_{res} = Mean squared residuals

(SutrisnoHadi, 2004: 13)

If the $_{calculated}$ F is less than or equal to the F $_{table}$ means the relationship between the independent variable and the dependent variable is a linear relationship. Conversely, if the F_{count} is higher than F_{table} means the relationship between the independent variable and the dependent variable is non-linear.

c. Multicollinearity test

The multicollinearity test using Pearson *product moment* correlation which aims to determine whether an independent variable is the Knowledge Enterprise $(X_{1)}$ and the Family Environment $(X_{2)}$ multicollinearity occurs or not.

The formula is as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum_X 2 - (\sum X)2\}} \sqrt{\{N \sum_Y 2 - (\sum Y)\} 2}}$$

Description:

r_{xy} = Correlation coefficient an item (item)

N   = Number of respondents

$\sum XY=$ Number of multiplication of X and Y

$\sum X=$ Total score of the instrument items

$\sum Y$ = Total scores of the instrument

$\sum_X 2=$ Sum of squares score of the instrument items

$\sum_Y 2$ = Sum number of squares instrument

(SuharsimiArikunto, 2010: 213)

Terms of occurrence of multi co linearity is when the price of intercorrelation between independent variables is greater than or equal to 0,800. If correlation between independent variables is less than 0,800 meansmulticollinearity not happen. Data analysis can be continued if not multicollinearity not happen.

d. Heteroscedasticity test

Heteroscedasticity test is one of the key assumptions in the classical linear regression model, the variants disturbanceterm that is bounded by a specific value of the free variable forms a same constant value. This is called the assumption heterokedastisitas by Gujarati in Riaandriani, (2013: 52-53). Heteroscedasticity test aims to test whether the regression model variants of the residual inequality occurs from one observation to observation. If the residual variance of the observation to other observation remains same then it is called homoskedastisitas and if different called heteroscedasticity.

I. Hypothesis

1. Simple regression analysis

This analysis is used for the first and second hypothesis, it is to determine whether the independent variables affect the dependent variable changes. Simple regression equation according to Sutrisno Hadi, (2004: 1-2) are as follows:

$Y = aX + K$

where:
Y = criterion
a = coefficient predictor Numbers
b = constants Numbers
X = Predictor   (SutrisnoHadi, 2004: 1-2)

With a price rough score method and K can be found from the equation:

$$\sum XY = a\sum_X 2 + K\sum X$$
$$\sum Y = a\sum X + NK$$

(Sutrisno Hadi, 2004: 5)

The formula used is regression of the predictor with the following steps:

a. Looking kooefisien correlation (r) between the X1 and X2 with Y and Y, with the following formula:

$$rx_1y = \frac{\sum X_1Y}{\sqrt{(\sum_{X_1^2})(\sum_Y 2)}}$$

$$rx_2y = \frac{\sum X_2Y}{\sqrt{(\sum_{X_2^2})(\sum_Y 2)}}$$

where:

$$\sum x_1y = \sum X_1Y - \frac{(\sum_{X1})(\sum Y)}{N} \qquad \sum x_2y = \sum X_2Y - \frac{(\sum_{X2})(\sum Y)}{N}$$

$$\sum X_{1^2} = \sum X_{1^2} - \frac{(\sum X_1)^2}{N} \sum X_{2^2} = \sum X_{2^2} - \frac{(\sum X_2)^2}{N}$$

$$\sum_Y 2 = \sum_Y 2 - \frac{(\sum_X)^2}{N}$$

Explanations:

r_{xy} = correlation coefficient between X and Y
$\sum x_1 y$ = Number of products between X_1 and Y variables
$\sum x_2 y$ = Number of products between X_2 and Y variables
$\sum X_1$ = Total score predictor X_1
$\sum X_1^2$ = The number of squares predictor scores X_1
$\sum X_2$ = Total score predictor X_2
$\sum X_2^2$ = The number of squares predictor scores X_2
$\sum Y$ = Total score of variable Y

(Sutrisno Hadi, 2004: 4)

b. Test the significance using t test

t test was conducted to test the significance of simple regression, it is by theformula**:**

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

(Sugiyono,2010: 230).

description:
t = t value
r = regression coefficient between variables X and Y
n = number of respondents
r^2 = coefficient of quadratic

If t is equal to or greater than t table at a significance level of 5%, then the effect of independent variables on the dependent variable was significant. If t is less than t table then the effect of independent variables on the dependent variable declared insignificant.

2. **Multiple regression analysis**

This analysis is used to meneguji third hypothesis that in mind the influence of Knowledge Enterprise (X1) and the Family Environment (X2) jointly against Interests Entrepreneurship (Y). The steps taken in the multiple regression analysis are as follows:

a. The form of the multiple regression equation with two predictors

$$Y = a_1X_1 + a_2X_2 + K$$

where:
Y	= Criterium
X_1, X_2	= Prediktor 1 and prediktor 2
$a_1 a_2$	= Coefisien prediktor 1 and coefisien prediktor 2
K	= Constanta

<div align="right">(Sutrisno Hadi, 2004: 18)</div>

b. Finding coefficient of determination with the following formula:

$$R_{y(1,2)} = \sqrt{\frac{a_1 \sum x1y + a_2 \sum x2y}{\sum_y 2}}$$

Explanations:
$R_{y(1,2)}$	= Multiple correlation coefficient between x_1, x_2 and y
a_1	= coefficient predictor x_1
a_2	= coefficient predictor x_2
$\sum x1y$	= Number of products between x_1 and y
$\sum x2y$	= Number of products between x_2 and y
$\sum_y 2$	= The number of y squared

<div align="right">(SutrisnoHadi, 2004: 22)</div>

c. F Test

F test is used to determine the independent variables jointly have a significant effect on the dependent variable. Or to determine whether the regression model can be used to predict the dependent variable or not.

Significant means that the relations can be applicable to the population.

Using a significance level = 5% or 0.05 (Dwi Priyatno, 2008: 82).

$$\text{Freg} = \frac{R^2(N - m - 1)}{m(1 - R^2)}$$

Explanations:
F_{reg} = Price F regression line
N   = *Cacahkasus*
m   = *Cacahprediktor*
R   = Coefficient between the criterion and predictors
<div align="right">(SutrisnoHadi, 2004: 23)</div>

F_{value} is consultated with F_{tabel} with degrees of freedom (db) against

Nm-1 at the 5% significance level. If the F value is greater than or equal

to the F table, then there is a significant effect of the independent

variables together on the dependent variable. Conversely, if the F value is

smaller than Ftable the effect of free variables together on the dependent

variable is not significant.

d. Finding and Effective and Relative contribution of each predictor

variable or the independent variable on the criterion or dependent

variable using the formula:

1) Relative Contribution

$$SR\% = \frac{a \sum XY}{JKreg} \qquad \text{(Sutrisno Hadi, 2004: 37)}$$

Explanations:
SR% = relative contribution of a predictor
a   = amount of a product between X and Y
$\sum XY$ = amount of product between X and Y
$JKreg$ = sum of squares regression

2) Effective Contributions

$$SE\% = \frac{a \sum XY}{\sum Y^2}$$

Explanations:
SE%   = effective contribution of a predictor.
  a   = predictor coefficients
  $\sum XY$ = number of products between X and Y
  $\sum Y^2$ = sum of squares criterion
(Sutrisno Hadi, 2004: 39)

CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

A. Research Results

This study aims to determine the effect of Entrepreneurship Knowledge (X_1) and the Family Environment (X_2) Against Interests Entrepreneurship (Y) (a case study in the Faculty of Economics Student Education Program Yogyakarta State University class of 2010). Subjects in this study are 100 students. The data used in this study is primary data. The primary data in this study were obtained by distributing questionnaires to obtain data for variable interest Entrepreneurship and Family Environment. While variable Entrepreneurship Knowledge of data obtained from the value of entrepreneurship courses.

Description of the data presented include Mean (M), median (Me), mode (Mo) and Standard Deviation (SD). It also presented a frequency distribution tables and histograms. The steps used in the present frequency distribution table taken from Sugiyono (2010: 34) is as follows:

1. Calculates the number of class intervals

   In determining the number of class intervals used Sturgess formula is:

   K = 1 + 3.3 log n

   explanations:

       K = number of class intervals

       n = number of observation data or respondent

       log = logarithm

2. Determine the range of data

It is the largest data minus the smallest data then added 1

3. Calculate the length of class = class divided by class.

Furthermore, the determination of the clustering tendency based on those variables position as follows:

a. High group

All respondents who have a score as the average score plus standard deviation above ($> M + 1$ SD).

b. Midle group

All respondents who had scores between average scores - average minus one standard deviation and the mean score plus one standard deviation (SD between M-1 to $M + 1$ SD).

c. Low group

All respondents who had scores lower than the average score of minus 1 standard deviation ($<M - 1$ SD). (SuharsimiArikunto, 2010: 264).

Description of each variable can be seen in detail in the following description:

1. Interest in Entrepreneurship

Data Interest in Entrepreneurship (Y) is obtained from a questionnaire consisting of 15 items query view using a modified Likert scale with four alternative answers, the highest score is 4 and for the lowest score is 1. Of the

questions obtained the lowest score is 41 and the highest score was 56. From the data obtained the average price *(mean)* of 51.72, the middle value *(median)* of 52, mode of 56, and the deviation deviation (SD) of 3.397.

Table 7. Frequency Distribution Table Variable Data Entrepreneurship Interests

no	Interval Class	Frequency	Cumulative Frequency	Relative Frequency (%)	Cumulative Frequency (%)
1	41 to 42.9	1	1	1%	1%
2	43 to 44.9	3	4	3%	4%
3	45 to 46.9	7	11	7%	11%
4	47 to 48.9	6	17	6%	17%
5	49 to 50.9	13	30	13%	30%
6	51 to 52.9	23	53	23%	53%
7	53 to 54.9	26	79	26%	79%
8	55 to 56.9	21	100	21%	100%
total		100		100%	

Source: primary data
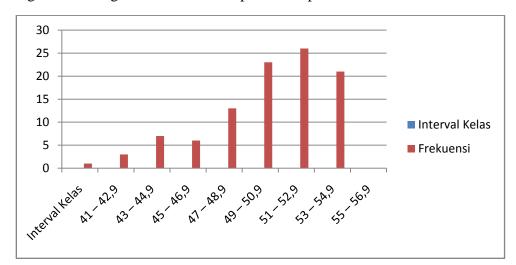
Figure 1. Histogram Interests Entrepreneurship

Then identified the high and low propensity or variable interest entrepreneurship by using *the mean* value of the ideal (Mi) and the standard deviation of the ideal (SDI).

Mi = ½ (max score of the ideal - an ideal skormin) = ½ (56-14) = 21

SD = 1/6 (max score of the ideal - an ideal balanced min) = 1/6 (56-14) = 7

Table 8 propensity variable frequency Entrepreneurship Interests

No.	Tendency	Interval Class	Frequency	Relative (%)	Cumulative (%)	Information
1	>Mi + 1 SDI	> 29	100	100%	100%	High
2	Mi-1SDi toMi + 1 SDI	14-29	0	0		Moderate
3	<Mi - 1SDi	<14	0	0		Low
total	100					

Source: primary data

Where: Mi SDI + 1 = 21 + 7 = 29

Mi - 1 SDI = 21-7 = 14

The table above shows that there are 100 (100%) of students have a high interest in entrepreneurship, 0 students are in the moderate tendency Entrepreneurship Interests, and 0 students with low interest entrepreneurship. From these data it can be concluded most of the interest of students to entrepreneurship is high.

2. Knowledge Entrepreneurship

Data Knowledge Entrepreneurship in the form of the value of entrepreneurship courses obtained from the Service Siakad UNY by admin PUSKOM obtained the lowest score is 3.00 and the highest value is 4.00. From the data obtained the average price *(mean)* of 3.8, the middle value *(median)* of 4, mode *(mode)* of 4, and the deviation deviation (SD) of 0.268.

Table 9. Frequency Distribution of Variable Data Knowledge Entrepreneurship

no	Interval Class	Frequency	Cumulative Frequency	Relative Frequency (%)	Cumulative Frequency (%)
1	3.00 to 3.13	2	2	2%	2%
2	3.14 to 3.27	0	2	0%	2%
3	3.28 to 3.31	0	2	0%	2%
4	3.32 to 3.45	15	17	15%	17%
5	3.46 to 3.59	0	17	0%	17%
6	3.60 to 3.73	32	49	32%	49%
7	3.74 to 3.87	0	49	0%	49%
8	3.88 to 4.00	51	100	51%	100%
number		100		100%	

Source: primary data
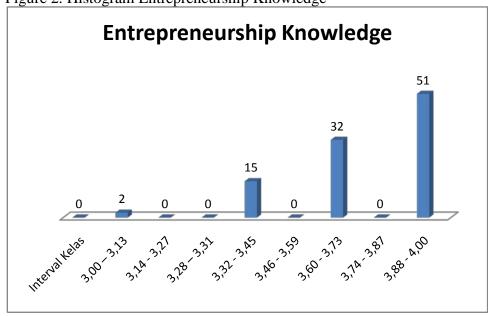
Figure 2. Histogram Entrepreneurship Knowledge

Then identified the high and low inclination or Knowledge Entrepreneurship variable based on UNY Academic Regulations as follows:

Table 10. Variable frequency distribution table tendency Knowledge Entrepreneurship

No.	Interval Class	Frequency	Percent (%)	Cumulative (%)	Information
1	2.00 to 2.75	0	0	0	Satisfactory
2	2.76 to 3.50	17	17	17	Highly Satisfactory
3	3.51 to 4.00	83	83	100	Cumlaude
total		100	100		

Source: primary data

The table above shows that there are 83 (83%) of students have knowledge of With Compliments entrepreneurship with honors, 17 students have knowledge of entrepreneurship with honors, and 0 students have knowledge of entrepreneurship to Satisfy predicate.

3. Family Environment

Environmental Data Family (X2) was obtained from a questionnaire consisting of 15 items query view using a modified Likert scale with four alternative answers, the highest score is 4 and for the lowest score is 1. Of the questions obtained the lowest score is 41 and the highest score was 52. From the data obtained the average price (mean) of 48.93, the middle value (median) of 49, mode (mode) of 52, and the deviation deviation (SD) of 2.872.

Table 11. Frequency Distribution Table Variable Data Environment Family

no	Interval Class	Frequency	Cumulative Frequency	Relative Frequency (%)	Cumulative Frequency (%)
1	39.8 -41.6	1	1	1%	1%
2	41.7 to 43.5	1	2	1%	2%
3	43.6 to 45.4	13	15	13%	15%
4	45.5 to 47.3	16	31	16%	31%
5	47.4 to 49.2	22	53	22%	53%
6	49.3 to 51.1	18	71	18%	71%
7	51.2 to 53.0	29	100	29%	100%
8	53.8 to 55.6	0	100	0%	100%
number		100		100%	

Source: primary data
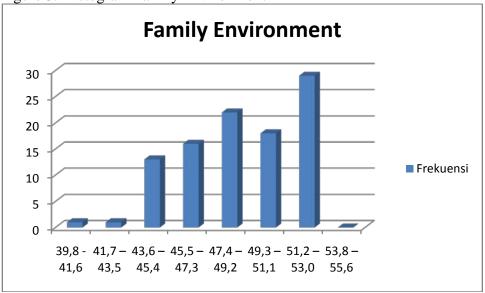
Figure 3. Histogram Family Environment

Then identified low or high propensity Family Environment variables using *the mean* value of the ideal (Mi) and the standard deviation of the ideal (SDI).

Mi = ½ (max score of the ideal - an ideal skormin) = ½ (56-14) = 21

SD = 1/6 (max score of the ideal - an ideal balanced min) = 1/6 (56-14) = 7

Table 12. Table propensity variable frequency Family Environment

No.	Tendency	Interval Class	Frequency	Relative (%)	Cumulative (%)	Information
1	>Mi + 1 SDI	> 29	100	100	100	High
2	Mi-1 SDi to Mi + 1 SDi	14 -29	0	0	100	Moderate
3	<Mi - 1SDi	<14	0	0	100	Low
		total	100	100		

Source: primary data

Where: Mi SDI + 1 = 21 + 7 = 29

Mi - 1 SDi = 21-7 = 14

The table above shows that there are 100 (100%) of students have high Influence of Family Environment, 0 students are in a Family Environment Influence tendency being, as well as students who have a 0 Environmental Effects of a low family. From these data it can be concluded most of the Effect of Family Environment Student is high.

B. Prerequisites Testing Analysis

1. Normality Test

Normality test is used to determine whether the data generated from each variable is a variable with a normal distribution or not. Normality test is used to analyze *kolmogorov-smirno*. Results calculated with SPSS greater than 0.05 at the 0.05 significance level. Here are the results of tests of normality:

Table 13. Normality Test Results Summary Table

variable	A Kolmogorov-Smirnov		information
	N	sig	
Interest in Entrepreneurship	100	.175	normal
Family environment	100	.143	normal

Based on the above table it is known that the results of calculations using SPSS exceed 0.05 at significance level of 0.05, it can be concluded the data were normally distributed.

2. Linearity test

   Linearity test is performed to determine whether the association of independent variables (X) and dependent variable (Y) in the form of linear or not. The criteria is that if the price of the F count more than the F table at a significance level of 5%, then the relationship of independent variables (X) and dependent variable (Y) is expressed linearly. After calculating the premises of computer assistance program SPSS 17, the linearity test results are summarized in the following table:

Table 14. Resume Linearity Test Results

variable	Db	F count	F table	Price F		Conclusion
				P value	Sig	
X 1 – Y	2/96	2.483	3.09	0,089	0.05	linear
X 2 – Y	9/89	1,253	1.98	0,274	00:05	linear

Source: primary data

   Based on the table above, the value of the significance of the effect of independent variables (X 1 and X 2) with the dependent variable (Y) is more than 0.05, and for the price of F calculated for each smaller than the F table so it can be concluded that the two independent variables has a linear relationship with the dependent variable.

3. Multicollinearity test

   Intended to determine how much the relationship between the independent variable. Based on Sofyan Yamin, (2011:50) Multicollinearity is not the criteria if the VIF value is less than 10. Analysis is performed using the SPSS 17.0 computer program can be seen the following results:

Table 15.summary of the test results multicollinearity

variable	VIF	information
Knowledge Entrepreneurship	1,635	not occur multicollinearity
Family Environment	1,635	not occur multicollinearity

Source: primary data

Based on the above table it is known that no VIF value greater than 10, it can be concluded that each variable multicollinearity problem does not occur.

4. Heteroskidastity Test

Heteroskidastity test aims to test whether the regression model of the residual variance inequality occurs one other observation to observation. Regression models were good then there is no heteroscedasticity. Heteroscedasticity does not happen, if the t value is smaller than t_{table} and significance values greater than 0.05. Here is a summary of the heteroscedasticity test

Table 16. Test Results Table Heteroskidastity

variable	sig	information
Knowledge Entrepreneurship	0.595	no problems heteroskedasticity
Family Environment	0.743	no problems heteroskedasticity

Source: primary data

Based on the above table, the significance value is more than 0.05. Therefore we can conclude the data does not occurheteroscedasticity problem.

C. Testing the hypothesis

The analysis technique used to test the hypothesis first and second hypothesis in this study using simple regression analysis, while the third hypothesis to test using multiple regression analysis. For more details, the results of hypothesis testing in this study are as follows:

Table 17.Summary of Simple Regression Analysis

Variables		Price r		Price t		P	Conclusion
Free	Bound	r count	r table	t	t table		
X1	Y	0.697	0.195	9.611	1,984	0,000	-significant positive
X2	Y	0.613	0.195	7,686	1,984	0,000	-significant positive

Source: primary data

1. **The first hypothesis test (There is Positive Effect Between Entrepreneurship Knowledge to Student Interest Entrepreneurship Education Program class 2010 Faculty of Economics Yogyakarta State University)**

The first hypothesis states that There is Positive Effect Between Entrepreneurship Knowledge to Student Interest Entrepreneurship Education Program class 2010 Faculty of Economics Yogyakarta State University. After a simple regression analysis with correlation coefficient ($rx_1 y$) by 0697 at a price of coefficient of determination ($r^2 x_1 y$) by 0485. obtained after t test was 9.611 $_t$ and

t_{table} at the 5% significance level with db = 98 at 1.984 and p = 0.000> 0.05. this shows that $_{t>}$ t $_{table,}$ and a significance level below 5% so that it can be concluded that there is positive and significant correlation between the Interests of Knowledge Entrepreneurship Entrepreneurship education student class of 2010 Faculty of Economics, State University of Yogyakarta. The magnitude of the price coefficient (a) of 9.052 and a number constants (K) of 20.699. Based on these figures can be compiled one predictor regression equation as follows:

$$Y = 9.052\ X_1 + 20.699$$

The equation shows that the value of X_1 at 9.052 which means that if the Knowledge Entrepreneurship ($X_{1)}$ rose one unit then Interests Entrepreneurship (Y) rose by 9.052.

2. **The second hypothesis test (There is Positive Effect Between Family Environment to Student Interest Entrepreneurship Education Program class 2010 Faculty of Economics Yogyakarta State University)**

The second hypothesis states that There is Positive Effect Between Family Environment to Student Interest Entrepreneurship Education Program class 2010 Faculty of Economics Yogyakarta State University. After a simple regression analysis with correlation coefficient ($rx_1\ y$) of 0.613 with a coefficient of determination ($r^2\ x_1\ y$) of 0,379. obtained after t test was 7,686 $_t$ and t $_{table}$ at the 5% significance level with db = 98 at 1.984 and p = 0.000> 0.05. this shows that $_{t>}$ t $_{table,}$ and a significance level below 5% so that it can be concluded that there is positive and significant correlation between Family Environment on Student Interest in Entrepreneurship Education Force 2010 Faculty of Economics, State

University of Yogyakarta. The magnitude of the price coefficient (a) of 0.747 and a number constants (K) of 16.219.Based on these figures can be compiled one predictor regression equation as follows:

$$Y = 0.747 \, X_2 + 16.219$$

The equation shows that the value of X_2 was 0.747, which means if the Family Environment (X_2) move up one unit of the Interests Entrepreneurship (Y) rose by 0,747.

3. **Third hypothesis testing (There is a Positive Effect Between Entrepreneurship Knowledge and Family Environment to Students Interests in Entrepreneurship Education Program class 2010 Faculty of Economics, Yogyakarta State University)**

The third hypothesis states that There is a Positive Effect Between Entrepreneurship Knowledge and Family Environment to Students Interests in Entrepreneurship Education Program class 2010 Faculty of Economics, Yogyakarta State University. The hypothesis was tested by multiple regression analysis. Summary of results of multiple regression analysis can be seen in the following table:

Table 18. Summary of Multiple Regression

Variables	Coefficient
X_1	7,126
X_2	0.511
Constants	1,528

$Ry_{(12)}$	0,800
$R^2 y_{(12)}$	0.639
F_{count}	85.697
F_{table}	3.94
P	0,000

Source: Primary Data

a. Multiple Regression Model

According to the table then the regression model can be expressed in the following equation:

$$Y = 7.126 + 0.511 X_1 X_2 + 1.528 \text{ (constant)}$$

The following equation shows that the value of the coefficient (X_1) of 7,126. That is, if the value of entrepreneurship knowledge increases one unit then the value of Interests Entrepreneurship (Y) will rise 7,126 assuming X_2 fixed. Koefisian X_2 value of 0.511 means, if the Family Environment increased by 1 unit then nlai Interests Entrepreneurship (Y) will increase by 0.511 assuming X_1 fixed.

b. Coefficient of Determination

The coefficient of determination indicates the level of accuracy of the regression line. The regression line is used to describe the proportion of variance Interests Entrepreneurship (Y) that is explained by the independent variables. Results calculated with *SPSS 17.0* program shows the $R^2 y_{(12) \ equal}$ to 0.639. This value means that 63.9% change in the variable interest Entrepreneurship (Y) can be explained by Knowledge Entrepreneurship

$(X_{1)}$ and the Family Environment $(X_{2),}$ while the remaining 36.1% is explained by other variables not examined in this study .

c. Multiple Regression Significance Tests

Significance testing aims to determine the level of significance Entrepreneurship Knowledge $(X_{1)}$ and the Family Environment $(X_{2)}$ together on Students Interest in EntrepreneurshipClass 2010 Education Program Faculty of Economics, Yogyakarta State University . The hypothesis was tested positive influence Knowledge Entrepreneurship and Family Environment on Student Interest in Entrepreneurship Education Program Force 2010 Faculty of Economics, State University of Yogyakarta. Tests of significance using the F test Based on test results obtained F value of 85.967 with $p = 0.000 < 0.05$. This means that there is positive and significant Entrepreneurship Knowledge $(X_{1)}$ and the Family Environment $(X_{2)}$ together on Students Interest in Entrepreneurship Class 2010 Education Program Faculty of Economics, Yogyakarta State University.

d. Relative Contribution (SR%) and Effective Contribution (SE%)

Based on the results of multiple regression analysis can be known magnitude Relative Contribution (SR) and Effective Contribution (SE) of each independent variable on the dependent variable. The amount of SR and SE can be seen in the following table:

Table 19.Relative Contribution and Contribution Effective Variables on the Dependent Variable.

No.	Variables	SR%	SE%
1	Entrepreneurship Knowledge $(X_{1)}$	54.02%	34.58%

2	Family Environment (X $_2$)	45.98%	29.37%
Total		100%	63.95%

Source: Primary Data

Based on the results of the analysis are listed in the table above it can be seen that the knowledge of entrepreneurship provides54.02% for Relative Contribution and Family Environment provides 45.98% for RelativeContribution.While Effective Contribution of each variable is 34.58% and29.37% for Entrepreneurship Knowledge and Family Environment. Together Entrepreneurship Knowledge and Family Environment variables give a Effective contribution by 63.9% against the Student Interests in Entrepreneurship Education Program Class 2010 Faculty of Economics, Yogyakarta State University, and 36.10% given by variables that are not addressed in this study.

D. Discussion

Summary results of the study can be seen in the following figure:

$r_{x1y} = 0,697, r^2_{x1y} = 0,485$

$r_{y(1,2)} = 0.800, r^2_{y(1,2)} = 0,639$

$r_{x2y} = 0,613, r^2_{x2y} = 0,376$
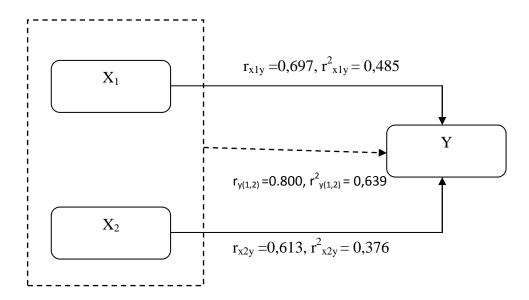
Figure 4. Picture Summary of Research Findings

Description:

X $_1$: Variable Education Entrepreneurship

X $_2$: Family Environment Variables

Y: Variable Interest in Entrepreneurship

→   : Effect of Entrepreneurship Knowledge on Interests
Entrepreneurship, Effects of Family Environmental on Entrepreneurship
Interests

- → : Effect of Knowledge Entrepreneurship and Family Environment jointly
towards entrepreneurship Interests

For a more detailed discussion will be explained as follows:

1. **There is Positive Effect Between Entrepreneurship Knowledge to Student Interest Entrepreneurship Education Program class 2010 Faculty of Economics Yogyakarta State University**.

   The results showed There is Positive Effect Between Entrepreneurship Knowledge to Student Interest Entrepreneurship Education Program class 2010 Faculty of Economics Yogyakarta State University. Having performed a simple regression analysis the correlation coefficient (r $_{x1y)}$ of 0.697 and a coefficient of determination (r ^{2} $_{x1y)}$ of 0.485. After t test $_t$ obtained at 9.611 and t $_{table}$ at the 5% significance level with db = 98 at 1.984 and p = 0.000 <0.05. This shows that $_{t>}$ t $_{table,}$ and a significance level below 5% so that it can be concluded that there is positive and significance of entrepreneurship Knowledge Effect on Student Interest in Entrepreneurship Education Program Force 2010 Faculty of Economics, State University of Yogyakarta. With the evidence of the first

hypothesis and strengthen the description theory underlying frameworks that have been proposed hypothesis.

2. **There is Positive Effect Between Family Environment to Student Interest Entrepreneurship Education Program class 2010 Faculty of Economics Yogyakarta State University.**

    The results showed that There is Positive Effect Between Family Environment to Student Interest Entrepreneurship Education Program class 2010 Faculty of Economics Yogyakarta State University. Having performed a simple regression analysis the correlation coefficient (r_{x2y}) of 0.613 and a coefficient of determination (r^2_{x2y}) of 0.376. After t test $_t$ obtained at 0.613 and t_{table} at the 5% significance level with db = 98 at 1.984 and p = 0.000 <0.05. This shows that $_{t>}$ $t_{table,}$ and a significance level below 5% so that it can be concluded that there is positive and significance Influence of Family Environment on Student Interest in Entrepreneurship Education Program Force 2010 Faculty of Economics, State University of Yogyakarta. With the evidence of the second hypothesis and strengthen the description theory underlying frameworks that have been proposed hypothesis.

3. **There is a Positive Effect Between Entrepreneurship Knowledge and Family Environment to Students Interests in Entrepreneurship Education Program class 2010 Faculty of Economics, Yogyakarta State University.**

    The results showed that There is a Positive Effect Between Entrepreneurship Knowledge and Family Environment to Students Interests in Entrepreneurship Education Program class 2010 Faculty of Economics, Yogyakarta State University**.** After multiple regression analysis obtained$F_{counted}$

price of 85.967 and F_{table} at the 5% significance level with db = 98 at 1.984 and p = 0.000 <0.05. This shows that $_t>$ t $_{table,}$ and a significance level below 5% so that it can be concluded that there is positive and significance of entrepreneurship Knowledge Effect on Student Interest in Entrepreneurship Education Program Force 2010 Faculty of Economics, State University of Yogyakarta. Then it can be seen the correlation coefficient (r $_{y\,(1,2))}$ of 0.800 and r^2 $_{y1,\,2}$ of 0.639. This value means that 63.90% change in interest Entrepreneurship (Y) can be explained by Knowledge Entrepreneurship (X $_{1)}$ and the Family Environment (X $_{a),}$ while the remaining 36.10% is explained by other variables not examined in this study.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A.   **Conclusions**

Based on the analysis in Chapter IV, the conclusions that can be expressed in this study are as follows:

1. There is Positive Effect Between Entrepreneurship Knowledge to Student Interest Entrepreneurship Education Program class 2010 Faculty of Economics Yogyakarta State University.

   Based on simpleanalysis regression, coefficient correlation r_{x1y} is 0.697 and price coefficient of determination r^2_{x1y} is0.485. $t_{test}$is 9.611 and t_{table} on significance of 5% by 1.984 for db = 98 and N = 100. It is show that $t_{test} > T_{table,}$ 9.611>1.984. Equation regression $Y = 9.052X_1 + 20.669$

2. There is Positive Effect Between Family Environment to Student Interest Entrepreneurship Education Program class 2010 Faculty of Economics Yogyakarta State University.

   Based on simple analysis regression, coefficient correlation r_{x1y} is 0.613 and price coefficient of determination r^2_{x1y} is 0,379. $t_{test}$is 7,686 and t_{table} on significance of 5% by 1.984 for db = 98 and N = 100. It is show that $t_{test} > T_{table,}$ 7.686> 1.984. Equation regression $Y = 0.747 X_2 + 16.219$.

3. There is a Positive Effect Between Entrepreneurship Knowledge and Family Environment to Students Interests in Entrepreneurship Education

Program class 2010 Faculty of Economics, Yogyakarta State University. This case shown the correlation coefficient ($_{Ry\ (1.2)}$) of 0.800. and the coefficient of determination ($r^2x_{1,2}y$) is 0.639. This value means that 63.9% change in the variable interest Entrepreneurship (Y) can be explained by Knowledge Entrepreneurship and Family Environment, while the remaining 36.1% is explained by other variables not examined in this study. F_{count} of 85.697 and F_{table} at a significance level of 5% with db = 98 is 3.94 and p = 0.000 <0.005. The regression line equation is Y = 7126 + 0.511 X 1 X 2 + 1.528.

B.   Suggestions

Based on the research results, researcher gives some suggestions:

1. Lectures need more ideas in class to create enjoyment environment to make students more interested in entrepreneurship.
2. Government may re-evaluate if the entrepreneurship program in university can improve students' interest in entrepreneurship.
3. For further research, researcher may use another variables to find students' interest in entrepreneurship.

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ATTACHMENT 1. RESEARCH INSTRUMENTS

KUESIONER PENELITIAN

Responden yang terhormat,

Saya adalah mahasiswi Fakultas Ekonomi Departemen Pendidikan Akuntansi sedang melakukan penelitian tentang **"Pengaruh Pengetahuan Kewirausahaan dan Lingkungan Keluarga Terhadap Minat Berwirausaha Mahasiswa Program Studi Kependidikan Angkatan 2010 Fakultas Ekonomi Universiatas Negeri Yogyakarta"**. Dalam rangka pengumpulan data untuk sebuah penelitian dan kepentingan ilmiah, saya mohon partisipasi dan kesediaan saudara dalam menjawab kuesioner ini Akhir kata saya ucapkan terima kasih

kepada saudara yang telah bersedia meluangkan waktunya untuk mengisi kuesioner ini.

Hormat Saya,

Akilah Dian M

PETUNJUK PENGISIAN

1. Mohon memberikan tanda (√) pada jawaban yang anda anggap paling sesuai

2. Setiap pertanyaan hanya membutuhkan satu jawaban saja.

3. Mohon memberikan jawaban yang sebenar-benarnya.

DATA RESPONDEN

NAMA   :

SEMESTER   :

JURUSAN   :

MINAT BERWIRAUSAHA

No	Pertanyaan	SS	S	TS	STS
1	Saya senang mengikuti pelajaran				

	kewirausahaan di kelas.				
2	Saya senang membaca buku pengetahuan kewirausahaan.				
3	Saya senang mengikuti acara kewirausahaan di TV.				
5	Saya senang membaca buku kisah wirausahawan sukses.				
6	Saya ingin menjadi wirausahawan untuk menghindari pengangguran.				
7	Saya mengikuti seminar yang berhubungan dengan kewirausahaan untuk menambah pengetahuan.				
8	Saya mengikuti berita tentang perkembangan kewirausahaan di Indonesia.				
9	Saya berfikir bahwa menjadi wirausahawan patut untuk menjadi teladan karena wirausahawan. mencerminkan pribadi yang tangguh.				
10	Saya lebih kagum dengan wirausahawan sukses dibandingkan dengan PNS.				
11	Saya setuju dengan pernyataan bahwa berwirausaha berarti turut serta dalam mengokohkan perekonomian bangsa.				
12	Saya merasa menciptakan lapangan kerja sendiri lebih baik dari menjadi buruh pabrik dan PNS.				
13	Saya memulai untuk mengikuti bazaar di daerah sekitar.				
14	Saya mencoba untuk mengaplikasikan pengetahuan				

	wirausaha dengan membuka usaha secara sederhana.				
15	Saya memilih menjadi wirausahawan sebagai pekerjaan masa depan.				

Kuisioner lingkungan keluarga

Pilihlah salah satu jawaban yang sesuai dengan lingkungan keluarga anda

No	Pertanyaan	SS	S	TS	STS
1	Orang tua saya cenderung menerapkan prinsip demokrasi kepada anak-anaknya.				
2	Orang tua saya mendidik dengan sikap yang keras.				

No	Pernyataan				
3	Orang tua saya sibuk dengan pekerjaan mereka sehingga kurang memperhatikan anak-anaknya.				
4	Orang tua saya membebaskan anak-anaknya dalam segala hal.				
5	Orang tua saya menyediakan waktu untuk berkumpul bersama keluarga meskipun sedang sibuk.				
6	Suasana rumah sangat mendukung untuk kegiatan belajar.				
7	Pada saat saya belajar, suasana di rumah sangat tenang.				
8	Keluarga saling membantu satu sama lain apabila ada masalah.				
9	Hubungan saya dan anggota keluarga sangat akrab				
10	Anggota keluarga saling terbuka satu sama lain dalam segala hal.				
11	Orang tua saya tergolong orang yang kaya.				
12	Keadaan ekonomi keluarga saya dapat memenuhi kebutuhan seluruh anggota keluarga.				
13	Orang tua saya menyediakan fasilitas yang sangat lengkap.				
14	Orang tua saya adalah orang yang paling memperhatikan keadaan saya.				
15	Saya tidak minder walaupun keadaan ekonomi saya berbeda dengan teman lain.				

ATTACHMENT 2.

TABULATION OF

Tabel Uji Coba Instrument Variabel Minat Berwirausaha

No	Butir															jumlah
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	4	4	4	3	4	3	4	4	4	4	4	4	4	4	4	58
2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60
3	4	4	4	3	4	4	3	4	4	3	4	3	4	4	4	56
4	4	4	4	4	4	3	3	4	4	3	4	4	3	4	4	56
5	3	3	3	4	3	3	4	3	4	3	4	4	4	4	4	53

6	4	4	4	4	4	4	4	4	4	2	4	3	4	4	3	56
7	4	4	3	3	4	4	4	4	3	2	4	3	4	4	4	54
8	4	4	4	3	4	3	4	4	4	3	4	3	4	4	4	56
9	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	58
10	3	3	4	3	3	4	3	3	4	3	4	4	3	4	3	51
11	4	4	4	4	4	4	4	4	4	3	3	4	4	3	4	57
12	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	58
13	4	4	3	4	4	3	4	4	4	2	4	3	4	4	4	55
14	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60
15	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60
16	4	4	3	4	4	4	4	4	4	2	4	4	2	4	2	53
17	4	4	3	3	4	4	3	4	4	3	4	4	4	4	4	56
18	4	4	4	3	4	4	4	4	4	2	4	4	4	3	4	56
19	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	58
20	4	4	4	4	4	4	4	4	4	3	4	4	3	4	4	58
21	4	4	4	3	4	3	3	4	4	3	4	4	3	4	4	55
22	4	4	3	3	4	3	4	3	4	3	4	4	4	4	4	55
23	4	4	4	4	3	4	4	4	4	3	4	4	3	4	4	57
24	3	3	3	3	3	4	3	3	3	3	4	3	3	3	3	47
25	4	3	3	3	3	4	4	4	4	2	4	4	4	4	4	54
26	3	4	3	4	4	4	4	3	4	3	4	4	3	3	4	54
27	4	3	4	3	4	3	4	4	4	2	3	4	4	4	4	54
28	4	3	3	4	3	4	3	4	4	3	3	4	4	4	4	54
29	4	4	4	3	4	4	4	4	4	3	3	4	4	3	4	56
30	4	3	3	4	4	4	3	4	4	3	4	4	3	4	4	55
31	4	4	4	4	4	4	4	4	4	2	4	3	4	4	4	57
32	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	58
33	4	3	4	3	3	3	4	3	4	3	4	4	4	4	4	54
34	4	4	4	3	4	4	4	4	4	3	3	4	4	3	4	56
35	4	4	4	4	4	4	3	3	4	3	4	3	4	4	4	56
36	4	4	3	3	3	3	4	4	4	2	4	2	4	4	3	51
37	4	4	4	4	4	4	4	4	4	3	4	4	3	4	4	58
38	3	4	3	4	3	3	3	4	4	2	4	3	4	4	3	50
39	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	58
40	4	4	4	3	4	4	4	4	4	2	4	2	4	4	4	55
41	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	59
42	4	4	3	2	4	3	4	4	4	2	4	4	2	4	4	52
43	4	4	4	3	4	3	4	4	4	3	4	3	4	4	4	56
44	4	4	4	4	4	4	4	4	4	3	4	4	3	4	4	58
45	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	58
46	4	4	3	3	3	3	3	4	4	2	3	3	2	4	3	48

47	3	3	4	3	3	4	3	3	4	3	4	3	3	3	3	49
48	4	4	4	4	4	4	4	4	4	4	2	4	3	4	4	57
49	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	58
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51	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60
52	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60
53	4	4	4	3	3	3	4	4	4	1	4	2	4	4	4	52
54	4	4	4	4	3	4	4	4	4	2	4	4	3	4	4	56
55	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60
56	3	3	3	3	3	4	4	4	3	3	4	4	4	4	4	53
57	4	3	3	3	3	4	4	3	4	4	3	4	4	4	4	54
58	4	4	4	4	4	3	3	3	3	3	4	4	3	4	4	54
59	3	4	4	4	3	4	4	4	4	3	4	3	4	3	3	53
60	4	4	4	4	4	4	4	3	4	4	4	3	4	4	4	58
61	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60
62	4	4	4	4	3	4	4	4	3	4	4	4	4	4	4	58
63	4	4	4	4	4	4	4	3	4	4	4	3	4	4	4	58
64	4	4	3	4	3	4	4	4	3	4	4	4	3	4	4	56
65	4	4	3	4	4	4	4	4	2	4	4	4	4	4	4	57
66	4	4	4	3	4	3	4	4	3	4	4	4	4	4	4	57
67	3	4	4	4	3	4	4	4	3	4	4	4	4	4	4	57
68	3	3	3	4	3	4	3	4	2	3	4	3	4	3	4	49
69	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60
70	4	4	4	4	4	4	4	4	2	4	4	3	4	3	4	56
71	4	4	3	4	3	4	3	4	3	4	4	3	4	4	4	55
72	4	4	3	4	4	3	4	4	4	3	4	4	4	4	4	57
73	4	4	3	4	4	3	4	4	2	4	4	3	4	3	4	54
74	4	3	4	3	4	3	4	4	2	4	4	3	4	4	4	54
75	4	3	4	3	4	4	3	4	3	4	4	4	4	4	4	56
76	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	58
77	3	4	3	4	4	3	4	4	3	4	4	4	4	4	4	56
78	4	4	3	4	4	4	3	4	4	4	3	4	4	3	4	56
79	3	3	3	4	4	3	4	4	2	4	4	4	4	4	4	54
80	3	4	3	3	4	3	4	3	2	4	3	3	4	4	3	50
81	3	3	4	4	4	3	3	3	2	4	4	3	4	3	3	50
82	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	58
83	4	3	3	4	3	4	4	3	2	3	4	3	3	3	3	49
84	4	4	3	3	3	4	4	4	3	4	4	3	4	4	4	55
85	3	3	3	3	4	3	4	4	2	4	4	3	4	4	4	52
86	4	4	3	3	3	4	4	4	3	3	4	3	3	4	4	53
87	3	3	4	3	3	4	3	3	4	3	4	4	3	4	3	51

88	3	4	3	4	3	3	3	4	2	4	4	3	4	4	3	50
89	3	3	3	3	4	3	4	3	3	3	4	3	3	3	4	48
90	4	3	3	3	4	3	3	3	3	3	3	3	3	3	3	47
91	4	3	4	3	4	3	4	4	2	4	4	3	4	4	4	54
92	4	4	4	4	3	4	4	4	2	4	4	3	3	4	4	55
93	4	4	4	4	4	4	4	4	1	4	4	2	4	4	2	55
94	4	4	3	3	3	4	3	3	3	3	4	4	3	3	4	50
95	4	4	3	3	3	3	4	4	1	4	4	2	4	3	3	49
96	4	4	4	4	4	2	4	4	2	4	4	2	4	4	4	54
97	4	4	3	4	3	3	4	3	3	4	4	4	4	4	4	55
98	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	46
99	4	4	4	4	4	3	4	4	2	4	4	4	4	3	4	56
100	4	3	3	3	3	3	3	3	2	4	3	2	3	3	3	45

Tabel Uji Coba Instrument Variabel Lingkungan Keluarga

NO	Butir															TOTAL
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	4	2	2	4	4	4	4	4	4	4	4	4	4	4	4	56
2	4	2	2	3	4	4	4	4	4	4	4	4	4	4	4	55
3	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	59
4	3	3	3	4	4	4	4	4	4	3	4	4	4	4	4	56
5	4	3	2	4	4	4	4	4	4	4	4	4	4	4	4	57
6	3	3	2	4	4	4	4	3	4	4	4	4	4	4	4	55
7	3	3	3	4	2	4	4	4	4	2	4	4	4	4	4	53
8	4	3	2	4	4	3	4	4	3	4	4	4	4	4	4	55

9	4	2	2	4	4	4	4	4	4	4	4	4	4	4	4	56
10	4	3	3	4	2	4	3	4	4	4	4	4	4	4	4	55
11	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	59
12	4	4	3	4	3	4	4	4	4	4	4	4	4	4	4	58
13	3	3	2	3	4	3	4	4	4	4	4	3	4	4	4	53
14	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	58
15	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	58
16	3	3	2	4	2	4	4	4	4	4	4	4	4	4	3	53
17	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	58
18	4	2	2	4	4	4	4	4	4	4	4	4	4	4	4	56
19	2	4	4	4	2	4	4	4	4	4	4	4	3	4	4	55
20	3	3	2	4	4	3	4	4	4	3	4	3	4	4	4	53
21	4	4	4	4	3	4	4	4	4	4	3	4	4	3	3	56
22	2	4	4	4	2	4	4	4	4	4	4	3	3	4	3	53
23	3	3	2	3	4	4	3	3	3	4	4	4	4	4	4	52
24	4	4	4	4	2	4	4	4	4	4	4	3	4	4	3	56
25	3	3	3	3	3	4	3	4	4	4	3	4	4	4	4	53
26	2	4	4	4	2	4	3	3	3	3	3	4	4	4	4	51
27	4	3	3	3	4	4	4	4	4	4	2	4	3	3	4	53
28	3	3	2	4	4	3	4	3	3	3	4	4	4	4	4	52
29	4	4	3	4	3	4	4	4	4	4	3	3	4	4	4	56
30	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	59
31	4	4	4	4	2	4	4	4	4	4	4	4	3	4	4	57
32	4	3	2	4	4	4	4	4	4	4	4	4	4	4	4	57
33	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	58
34	4	4	3	4	3	4	4	3	4	4	3	4	4	4	3	55
35	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	58
36	3	3	2	3	4	3	3	4	4	3	4	4	4	4	4	52
37	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	59
38	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	58
39	4	2	2	4	4	4	4	4	4	4	2	4	3	4	4	53
40	4	3	3	3	4	4	3	4	4	4	4	4	4	3	4	55
41	4	4	2	4	4	4	4	4	4	4	3	4	4	4	4	57
42	3	4	3	3	3	3	3	4	3	3	3	4	3	4	4	50
43	4	4	4	4	4	3	4	3	4	4	3	3	4	4	3	55
44	3	3	3	4	3	4	3	4	3	4	3	4	3	4	4	52
45	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	59
46	3	3	2	3	4	4	3	3	3	4	3	4	4	4	3	50
47	4	4	2	4	4	3	4	4	4	4	2	4	2	4	4	53
48	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	58
49	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	58

50	4	4	3	4	3	4	4	4	4	4	4	4	4	4	3	57
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52	4	4	4	4	4	2	4	4	4	4	4	4	4	4	4	58
53	2	4	4	4	2	4	3	3	3	3	3	4	4	4	4	51
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56	4	4	2	4	4	3	4	4	4	4	2	4	2	4	4	53
57	2	3	4	4	2	4	3	3	3	3	3	4	4	4	4	51
58	4	4	4	4	3	4	4	4	4	4	4	3	3	3	3	55
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61	4	2	2	3	4	4	4	4	4	4	4	4	4	4	4	55
62	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	58
63	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	58
64	4	4	3	4	3	4	4	4	4	3	4	4	4	4	4	57
65	4	2	2	3	4	4	4	4	4	4	4	4	4	4	4	55
66	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	58
67	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	58
68	4	2	2	2	4	4	4	4	4	4	2	2	4	4	4	50
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70	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	58
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79	4	3	3	4	3	4	4	4	4	4	4	4	4	4	4	57
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81	3	3	3	3	3	3	4	3	3	4	2	4	4	4	4	50
82	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	58
83	3	3	3	3	2	3	3	3	3	4	4	3	3	3	3	46
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85	3	3	3	4	3	4	3	4	4	4	4	4	4	4	4	54
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87	3	4	2	2	3	3	4	3	4	3	2	4	4	4	4	49
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93	4	4	3	4	4	3	4	4	4	4	2	4	2	4	4	54
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96	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	58
97	4	3	3	3	2	3	4	4	3	4	4	3	3	3	3	49
98	4	3	2	3	3	4	3	4	3	4	2	3	4	3	4	47
99	4	3	3	3	3	3	4	4	4	4	3	4	4	4	4	54
100	3	3	2	3	3	4	3	3	4	4	2	4	4	4	4	50

Validity Tests

1. Validity test for Entrepreneurship Knowledge Variable

ITEM	r hitung	r tabel	KETERANGAN
item 1	0,510	0,195	valid
item 2	0,565	0,195	valid
item 3	0,533	0,195	valid
item 4	0,495	0,195	valid
item 5	0,535	0,195	valid
item 6	0,427	0,195	valid
item 7	0,505	0,195	valid
item 8	0,508	0,195	valid

item 9	0,383	0,195	valid
item 10	0,142	0,195	tidak valid
item 11	0,202	0,195	valid
item 12	0,535	0,195	valid
item 13	0,416	0,195	valid
item 14	0,489	0,195	valid
item 15	0,598	0,195	valid

2. Validity test for Family Environment Variable

ITEM	r hitung	r tabel	KETERANGAN
item 1	0,551	0,195	valid
item 2	0,410	0,195	valid
item 3	0,159	0,195	tidak valid
item 4	0,593	0,195	valid
item 5	0,115	0,195	tidak valid
item 6	0,382	0,195	valid
item 7	0,596	0,195	valid
item 8	0,575	0,195	valid
item 9	0,664	0,195	valid
item 10	0,354	0,195	valid
item 11	0,541	0,195	valid
item 12	0,398	0,195	valid
item 13	0,261	0,195	valid
item 14	0,377	0,195	valid
item 15	0,285	0,195	valid

Reliability Tests

1. Reliability test for Entrepreneurship Knowledge Variable

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded[a]	0	.0

Total		100	100.0

a. Listwise deletion based on all
variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.742	14

2. Reliability test for Family Environment Variable

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded[a]	0	.0
	Total	100	100.0

a. Listwise deletion based on all
variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.695	13

ATTACHMENT 4.

DATA TABULATION OF RESEARCH

Table of Interest in Entrepreneurship variable

No	Items														Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1	4	4	4	3	4	3	4	4	4	4	4	4	4	4	58
2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60
3	4	4	4	3	4	4	3	4	4	4	3	4	4	4	56
4	4	4	4	4	4	3	3	4	4	4	4	3	4	4	56
5	3	3	3	4	3	3	4	3	4	4	4	4	4	4	53
6	4	4	4	4	4	4	4	4	4	4	3	4	4	3	56
7	4	4	3	3	4	4	4	4	3	4	3	4	4	4	54
8	4	4	4	3	4	3	4	4	4	4	3	4	4	4	56
9	4	4	4	4	4	4	4	4	4	4	4	4	4	4	58
10	3	3	4	3	3	4	3	3	4	4	4	3	4	3	51
11	4	4	4	4	4	4	4	4	4	3	4	4	3	4	57
12	4	4	4	4	4	4	4	4	4	4	4	4	4	4	58
13	4	4	3	4	4	3	4	4	4	4	3	4	4	4	55

14	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60
15	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60
16	4	4	3	4	4	4	4	4	4	4	4	2	4	2	53
17	4	4	3	3	4	4	3	4	4	4	4	4	4	4	56
18	4	4	4	3	4	4	4	4	4	4	4	4	3	4	56
19	4	4	4	4	4	4	4	4	4	4	4	4	4	4	58
20	4	4	4	4	4	4	4	4	4	4	4	3	4	4	58
21	4	4	4	3	4	3	3	4	4	4	4	3	4	4	55
22	4	4	3	3	4	3	4	3	4	4	4	4	4	4	55
23	4	4	4	4	3	4	4	4	4	4	4	3	4	4	57
24	3	3	3	3	3	4	3	3	3	4	3	3	3	3	47
25	4	3	3	3	3	4	4	4	4	4	4	4	4	4	54
26	3	4	3	4	4	4	4	3	4	4	4	3	3	4	54
27	4	3	4	3	4	3	4	4	4	3	4	4	4	4	54
28	4	3	3	4	3	4	3	4	4	3	4	4	4	4	54
29	4	4	4	3	4	4	4	4	4	3	4	4	3	4	56
30	4	3	3	4	4	4	3	4	4	4	4	3	4	4	55
31	4	4	4	4	4	4	4	4	4	4	3	4	4	4	57
32	4	4	4	4	4	4	4	4	4	4	4	4	4	4	58
33	4	3	4	3	3	3	4	3	4	4	4	4	4	4	54
34	4	4	4	3	4	4	4	4	4	3	4	4	3	4	56
35	4	4	4	4	4	4	3	3	4	4	3	4	4	4	56
36	4	4	3	3	3	3	4	4	4	4	2	4	4	3	51
37	4	4	4	4	4	4	4	4	4	4	4	3	4	4	58
38	3	4	3	4	3	3	3	4	4	4	3	4	4	3	50
39	4	4	4	4	4	4	4	4	4	4	4	4	4	4	58
40	4	4	4	3	4	4	4	4	4	4	2	4	4	4	55
41	4	4	4	4	4	4	4	4	4	3	4	4	4	4	59
42	4	4	3	2	4	3	4	4	4	4	4	2	4	4	52
43	4	4	4	3	4	3	4	4	4	4	3	4	4	4	56
44	4	4	4	4	4	4	4	4	4	4	3	4	4	58
45	4	4	4	4	4	4	4	4	4	4	4	4	4	4	58
46	4	4	3	3	3	3	3	4	4	3	3	2	4	3	48
47	3	3	4	3	3	4	3	3	4	4	3	3	3	3	49
48	4	4	4	4	4	4	4	4	4	2	4	3	4	4	57
49	4	4	4	4	4	4	4	4	4	4	4	4	4	4	58
50	4	4	4	4	4	4	4	4	4	4	4	4	4	4	58
51	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60
52	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60

53	4	4	4	3	3	3	4	4	4	4	2	4	4	4	52
54	4	4	4	4	3	4	4	4	4	4	4	3	4	4	56
55	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60
56	3	3	3	3	3	4	4	4	3	4	4	4	4	4	53
57	4	3	3	3	3	4	4	3	4	3	4	4	4	4	54
58	4	4	4	4	4	3	3	3	3	4	4	3	4	4	54
59	3	4	4	4	3	4	4	4	4	4	3	4	3	3	53
60	4	4	4	4	4	4	4	3	4	4	3	4	4	4	58
61	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60
62	4	4	4	4	3	4	4	4	3	4	4	4	4	4	58
63	4	4	4	4	4	4	4	3	4	4	3	4	4	4	58
64	4	4	3	4	3	4	4	4	3	4	4	3	4	4	56
65	4	4	3	4	4	4	4	4	2	4	4	4	4	4	57
66	4	4	4	3	4	3	4	4	3	4	4	4	4	4	57
67	3	4	4	4	3	4	4	4	3	4	4	4	4	4	57
68	3	3	3	4	3	4	3	4	2	4	3	4	3	4	49
69	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60
70	4	4	4	4	4	4	4	4	2	4	3	4	3	4	56
71	4	4	3	4	3	4	3	4	3	4	3	4	4	4	55
72	4	4	3	4	4	3	4	4	4	4	4	4	4	4	57
73	4	4	3	4	4	3	4	4	2	4	3	4	3	4	54
74	4	3	4	3	4	3	4	4	2	4	3	4	4	4	54
75	4	3	4	3	4	4	3	4	3	4	4	4	4	4	56
76	4	4	4	4	4	4	4	4	2	4	4	4	4	4	58
77	3	4	3	4	4	3	4	4	3	4	4	4	4	4	56
78	4	4	3	4	4	4	3	4	4	3	4	4	3	4	56
79	3	3	3	4	4	3	4	4	2	4	4	4	4	4	54
80	3	4	3	3	4	3	4	3	2	3	3	4	4	3	50
81	3	3	4	4	4	3	3	3	2	4	3	4	3	3	50
82	4	4	4	4	4	4	4	4	2	4	4	4	4	4	58
83	4	3	3	4	3	4	4	3	2	4	3	3	3	3	49
84	4	4	3	3	3	4	4	4	3	4	3	4	4	4	55
85	3	3	3	3	4	3	4	4	2	4	3	4	4	4	52
86	4	4	3	3	3	4	4	4	3	4	3	3	4	4	53
87	3	3	4	3	3	4	3	3	4	4	4	3	4	3	51
88	3	4	3	4	3	3	3	4	2	4	3	4	4	3	50
89	3	3	3	3	4	3	4	3	3	4	3	3	3	4	48
90	4	3	3	3	4	3	3	3	3	3	3	3	3	3	47
91	4	3	4	3	4	3	4	4	2	4	3	4	4	4	54

92	4	4	4	4	3	4	4	4	2	4	3	3	4	4	55
93	4	4	4	4	4	4	4	4	1	4	2	4	4	2	55
94	4	4	3	3	3	4	3	3	3	4	4	3	3	4	50
95	4	4	3	3	3	3	4	4	1	4	2	4	3	3	49
96	4	4	4	4	4	2	4	4	2	4	2	4	4	4	54
97	4	4	3	4	3	3	4	3	3	4	4	4	4	4	55
98	3	3	4	3	3	3	3	3	3	3	3	3	3	3	46
99	4	4	4	4	4	3	4	4	2	4	4	4	3	4	56
100	4	3	3	3	3	3	3	3	2	3	2	3	3	3	45

Tabel of Family Environment Variable

NO	Items													TOTAL
	1	2	3	4	5	6	7	8	9	10	11	12	13	
1	4	2	4	4	4	4	4	4	4	4	4	4	4	56
2	4	2	3	4	4	4	4	4	4	4	4	4	4	55
3	4	4	4	4	4	4	4	4	4	4	4	4	4	59
4	3	3	4	4	4	4	4	3	4	4	4	4	4	56
5	4	3	4	4	4	4	4	4	4	4	4	4	4	57
6	3	3	4	4	4	3	4	4	4	4	4	4	4	55
7	3	3	4	4	4	4	4	2	4	4	4	4	4	53
8	4	3	4	3	4	4	3	4	4	4	4	4	4	55
9	4	2	4	4	4	4	4	4	4	4	4	4	4	56
10	4	3	4	4	3	4	4	4	4	4	4	4	4	55
11	4	4	4	4	4	4	4	4	4	4	4	4	4	59
12	4	4	4	4	4	4	4	4	4	4	4	4	4	58
13	3	3	3	3	4	4	4	4	4	3	4	4	4	53
14	4	4	4	4	4	4	4	4	4	4	4	4	4	58
15	4	4	4	4	4	4	4	4	4	4	4	4	4	58
16	3	3	4	4	4	4	4	4	4	4	4	4	3	53
17	4	4	4	4	4	4	4	4	4	4	4	4	4	58
18	4	2	4	4	4	4	4	4	4	4	4	4	4	56
19	2	4	4	4	4	4	4	4	4	4	3	4	4	55

20	3	3	4	3	4	4	4	3	4	3	4	4	4	53
21	4	4	4	4	4	4	4	4	3	4	4	3	3	56
22	2	4	4	4	4	4	4	4	4	3	3	4	3	53
23	3	3	3	4	3	3	3	4	4	4	4	4	4	52
24	4	4	4	4	4	4	4	4	4	3	4	4	3	56
25	3	3	3	4	3	4	4	4	3	4	4	4	4	53
26	2	4	4	4	3	3	3	3	3	4	4	4	4	51
27	4	3	3	4	4	4	4	4	2	4	3	3	4	53
28	3	3	4	3	4	3	3	3	4	4	4	4	4	52
29	4	4	4	4	4	4	4	4	3	3	4	4	4	56
30	4	4	4	4	4	4	4	4	4	4	4	4	4	59
31	4	4	4	4	4	4	4	4	4	4	3	4	4	57
32	4	3	4	4	4	4	4	4	4	4	4	4	4	57
33	4	4	4	4	4	4	4	4	4	4	4	4	4	58
34	4	4	4	4	4	3	4	4	3	4	4	4	3	55
35	4	4	4	4	4	4	4	4	4	4	4	4	4	58
36	3	3	3	3	3	4	4	3	4	4	4	4	4	52
37	4	4	4	4	4	4	4	4	4	4	4	4	4	59
38	4	4	4	4	4	4	4	4	4	4	4	4	4	58
39	4	2	4	4	4	4	4	4	2	4	3	4	4	53
40	4	3	3	4	3	4	4	4	4	4	4	3	4	55
41	4	4	4	4	4	4	4	4	3	4	4	4	4	57
42	3	4	3	3	3	4	3	3	3	4	3	4	4	50
43	4	4	4	3	4	3	4	4	3	3	4	4	3	55
44	3	3	4	4	3	4	3	4	3	4	3	4	4	52
45	4	4	4	4	4	4	4	4	4	4	4	4	4	59
46	3	3	3	4	3	3	3	4	3	4	4	4	3	50
47	4	4	4	3	4	4	4	4	2	4	2	4	4	53
48	4	4	4	4	4	4	4	4	4	4	4	4	4	58
49	4	4	4	4	4	4	4	4	4	4	4	4	4	58
50	4	4	4	4	4	4	4	4	4	4	4	4	3	57
51	4	2	3	4	4	4	4	4	4	4	4	4	4	55
52	4	4	4	2	4	4	4	4	4	4	4	4	4	58
53	2	4	4	4	3	3	3	3	3	4	4	4	4	51
54	4	3	3	4	4	4	4	4	4	4	4	4	4	56
55	4	4	4	3	4	4	4	4	2	4	2	4	4	55
56	4	4	4	3	4	4	4	4	2	4	2	4	4	53
57	2	3	4	4	3	3	3	3	3	4	4	4	4	51
58	4	4	4	4	4	4	4	4	4	3	3	3	3	55

59	3	3	3	4	3	3	3	4	3	4	4	4	3	50
60	4	4	4	4	4	4	4	4	4	4	4	4	4	58
61	4	2	3	4	4	4	4	4	4	4	4	4	4	55
62	4	4	4	4	4	4	4	4	4	4	4	4	4	58
63	4	4	4	4	4	4	4	4	4	4	4	4	4	58
64	4	4	4	4	4	4	4	3	4	4	4	4	4	57
65	4	2	3	4	4	4	4	4	4	4	4	4	4	55
66	4	3	4	4	4	4	4	4	4	4	4	4	4	58
67	4	4	4	4	4	4	4	4	4	4	4	4	4	58
68	4	2	2	4	4	4	4	4	2	2	4	4	4	50
69	3	3	3	4	4	4	4	4	3	4	4	4	4	55
70	4	4	4	4	4	4	4	4	4	4	4	4	4	58
71	4	4	4	4	4	4	4	4	4	4	4	4	4	58
72	4	2	3	4	4	4	4	4	4	4	3	4	4	54
73	3	4	4	4	4	4	4	4	3	4	4	4	3	57
74	4	3	4	4	4	4	4	4	4	4	4	4	4	57
75	4	2	3	4	4	4	4	3	4	4	4	4	4	54
76	4	4	4	4	4	4	4	4	4	4	4	4	4	58
77	4	4	4	4	4	4	4	4	4	4	4	4	4	58
78	4	4	4	4	4	4	4	4	4	4	4	4	4	58
79	4	3	4	4	4	4	4	4	4	4	4	4	4	57
80	3	3	4	4	4	2	2	4	4	4	4	4	2	50
81	3	3	3	3	4	3	3	4	2	4	4	4	4	50
82	4	4	4	4	4	4	4	4	4	4	4	4	4	58
83	3	3	3	3	3	3	3	4	4	3	3	3	3	46
84	4	4	4	4	4	4	4	4	4	4	4	4	4	58
85	3	3	4	4	3	4	4	4	4	4	4	4	4	54
86	3	3	4	4	4	4	4	3	4	4	4	4	4	54
87	3	4	2	3	4	3	4	3	2	4	4	4	4	49
88	4	3	4	4	4	4	4	4	4	4	4	4	4	57
89	4	3	3	3	3	3	3	3	3	3	4	3	4	48
90	4	2	2	4	4	4	4	4	4	4	4	4	4	54
91	4	4	4	4	4	4	4	4	4	4	4	4	4	58
92	4	4	4	4	4	4	4	4	4	4	4	4	4	58
93	4	4	4	3	4	4	4	4	2	4	2	4	4	54
94	3	4	3	3	4	4	4	3	3	4	4	4	4	54
95	4	4	4	4	4	4	4	4	4	4	4	4	4	58
96	4	4	4	4	4	4	4	4	4	4	4	4	4	58
97	4	3	3	3	4	4	3	4	4	3	3	3	3	49

98	4	3	3	4	3	4	3	4	2	3	4	3	4	47
99	4	3	3	3	4	4	4	4	3	4	4	4	4	54
100	3	3	3	4	3	3	4	4	2	4	4	4	4	50

ATTACHMENT 5.

LIST OF ENTREPRENEURSHIP COURSE GRADE

ATTACHMENT 6.
DATA DESCRIPTIONS

Primary Data Of The Research In Likert Scale

NO	Interest in Entrepreneurship	Entrepreneurship Knowledge	Family Environment
1	54	4	50
2	56	4	49
3	53	3.67	52
4	53	3.67	49
5	50	3.33	51
6	54	4	49
7	52	3.33	48

8	53	4	49
9	56	4	50
10	48	3.33	50
11	54	4	52
12	56	4	52
13	53	3.67	47
14	56	4	52
15	56	4	52
16	51	3	49
17	53	4	52
18	54	3.67	50
19	56	4	49
20	55	4	47
21	52	4	49
22	52	3.67	47
23	54	3.67	46
24	44	3.67	50
25	52	3.67	47
26	51	3.67	45
27	52	3.67	46
28	51	3.67	46
29	53	4	50
30	52	4	52
31	55	4	51
32	56	4	51
33	51	4	52

34	53	4	49
35	53	4	52
36	49	3.33	46
37	55	4	52
38	49	4	52
39	56	4	47
40	53	4	48
41	55	4	51
42	50	3.33	44
43	53	4	47
44	55	4	46
45	56	4	52
46	46	3.67	44
47	46	3.67	47
48	53	4	52
49	56	4	52
50	56	4	51
51	56	4	49
52	56	4	50
53	51	3.67	45
54	54	3.67	50
55	56	3.67	47
56	50	3.67	47
57	50	3.67	44
58	51	3.67	48
59	51	3.33	44

60	54	4	52
61	56	4	49
62	54	4	52
63	54	4	52
64	52	4	51
65	53	4	49
66	53	4	51
67	53	4	52
68	47	3.33	44
69	56	4	48
70	52	4	52
71	51	3.67	52
72	54	3.67	48
73	50	3.67	49
74	50	3.67	51
75	52	3.67	48
76	54	4	52
77	52	3.67	52
78	52	3.67	52
79	50	3.67	51
80	46	3.33	44
81	46	3.33	44
82	54	4	52
83	46	3	41
84	51	4	52
85	48	3.67	49

86	50	3.67	49
87	48	3.33	44
88	47	3.33	51
89	46	3.33	42
90	44	3.33	48
91	50	4	52
92	51	4	52
93	49	4	47
94	48	3.67	47
95	45	4	52
96	50	4	52
97	51	3.67	44
98	43	3.33	44
99	52	3.67	48
100	41	3.33	45

Statistik Deskriptif

Statistics

		Minat Berwirausaha	Pengetahuan Berwirausaha	Lingkungan Keluarga
N	Valid	100	100	100
	Missing	0	0	0
Mean		51.72	3.7739	48.93
Median		52.00	4.0000	49.00
Mode		56	4.00	52

Std. Deviation	3.397	.26792	2.872
Skewness	-.834	-.903	-.646
Std. Error of Skewness	.241	.241	.241
Kurtosis	.364	-.100	-.540
Std. Error of Kurtosis	.478	.478	.478
Minimum	41	3.00	41
Maximum	56	4.00	52
Sum	5172	377.39	4893
Percentiles 10	46.00	3.3300	44.00
25	50.00	3.6700	47.00
50	52.00	4.0000	49.00
75	54.00	4.0000	52.00
90	56.00	4.0000	52.00

Minat Berwirausaha

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	41	1	1.0	1.0	1.0
	43	1	1.0	1.0	2.0
	44	2	2.0	2.0	4.0
	45	1	1.0	1.0	5.0
	46	6	6.0	6.0	11.0
	47	2	2.0	2.0	13.0
	48	4	4.0	4.0	17.0
	49	3	3.0	3.0	20.0
	50	10	10.0	10.0	30.0
	51	11	11.0	11.0	41.0
	52	12	12.0	12.0	53.0
	53	14	14.0	14.0	67.0
	54	12	12.0	12.0	79.0

	Frequency	Percent	Valid Percent	Cumulative Percent
55	5	5.0	5.0	84.0
56	16	16.0	16.0	100.0
Total	100	100.0	100.0	

Pengetahuan Berwirausaha

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	2	2.0	2.0	2.0
	3.33	15	15.0	15.0	17.0
	3.67	32	32.0	32.0	49.0
	4.00	51	51.0	51.0	100.0
	Total	100	100.0	100.0	

Lingkungan Keluarga

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	41	1	1.0	1.0	1.0
	42	1	1.0	1.0	2.0
	44	10	10.0	10.0	12.0
	45	3	3.0	3.0	15.0
	46	5	5.0	5.0	20.0
	47	11	11.0	11.0	31.0
	48	8	8.0	8.0	39.0
	49	14	14.0	14.0	53.0
	50	8	8.0	8.0	61.0
	51	10	10.0	10.0	71.0

| | 52 | 29 | 29.0 | 29.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

1. Variabel minat berwirausaha
   Jumlah kelas interval = 1 + 3.3 log n

                        = 1 + 3.3 log 100

                        = 1 + 6.6

                        = 7.6 dibulatkan menjadi 8

   Rentang data   = data terbesar-data terkecil

                        = 56-41

                        = 15

   Panjang kelas   = rentang data : jumlah kelas

                        = 15:8

                        = 1.87 dibulatkan menjadi 1,9

2. Variabel pengetahuan berwirausaha
   Jumlah kelas interval = 1 + 3.3 log n

                        = 1 + 3.3 log 100

                        = 1 + 6.6

                        = 7.6 dibulatkan menjadi 8

   Rentang data   = data terbesar-data terkecil

                        = 4-3

                        = 1

   Panjang kelas   = rentang data : jumlah kelas

$$= 1:8$$

$$= 0.125 \text{ dibulatkan menjadi } 0.13$$

3. Variabel lingkungan keluarga

Jumlah kelas interval = 1 + 3.3 log n

$$= 1 + 3.3 \log 100$$

$$= 1 + 6.6$$

$$= 7.6 \text{ dibulatkan menjadi } 8$$

Rentang data = data terbesar-data terkecil

$$= 52\text{-}41$$

$$= 11$$

Panjang kelas = rentang data : jumlah kelas

$$= 11:8$$

$$= 1.833 \text{ dibulatkan menjadi } 1.8$$

ATTACHMENT 7. PREREQUISITE TEST RESULT ANALYSIS

PREREQUISITE TEST RESULTS ANALYSIS

1. Test of Normality

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Minat Berwirausaha	.076	100	.175	.979	100	.107
Lingkungan keluarga	.078	100	.143	.980	100	.144

a. Lilliefors Significance Correction

2. Linearity test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Minat Berwirausaha * Pengetahuan Berwirausaha	Between Groups	(Combined)	524.134	3	174.711	27.139	.000
		Linearity	492.170	1	492.170	76.450	.000
		Deviation from Linearity	31.965	2	15.982	2.483	.089
	Within Groups		618.026	96	6.438		
	Total		1142.160	99			

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Minat Berwirausaha * Lingkungan Keluarga	Between Groups	(Combined)	329.443	10	32.944	3.608	.000
		Linearity	226.494	1	226.494	24.803	.000
		Deviation from Linearity	102.949	9	11.439	1.253	.274
	Within Groups		812.717	89	9.132		
	Total		1142.160	99			

3. Multicollinearity test

Coefficients[a]

| Model | Collinearity Statistics | |
	Tolerance	VIF
1 (Constant)		
Pengetahuan Berwirausaha	.612	1.635
Lingkungan Keluarga	.612	1.635

a. Dependent Variable: Minat Berwirausaha

4. Heteroskedastisitas test

Coefficients[a]

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	4.392	2.900		1.515	.133		
Pengetahuan Berwirausaha	-1.106	.785	-.181	-1.410	.162	.612	1.635
Lingkungan Keluarga	.035	.073	.062	.485	.629	.612	1.635

ATTACHMENT 8. HYPOTHESIS

1. FIRST HYPOTHESIS

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Pengetahuan Berwirausaha[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: Minat Berwirausaha

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

1	.697ᵃ	.485	.480	2.511

a. Predictors: (Constant), Pengetahuan Berwirausaha

ANOVAᵇ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	582.261	1	582.261	92.366	.000ᵃ
	Residual	617.779	98	6.304		
	Total	1200.040	99			

a. Predictors: (Constant), Pengetahuan Berwirausaha

b. Dependent Variable: Minat Berwirausaha

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.699	3.563		5.809	.000
	Pengetahuan Berwirausaha	9.052	.942	.697	9.611	.000

a. Dependent Variable: Minat Berwirausaha

2. SECOND HYPOTHESIS

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Lingkungan Keluarga[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: Minat Berwirausaha

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.613[a]	.376	.370	2.764

a. Predictors: (Constant), Lingkungan Keluarga

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	451.351	1	451.351	59.080	.000[a]
	Residual	748.689	98	7.640		
	Total	1200.040	99			

a. Predictors: (Constant), Lingkungan Keluarga

b. Dependent Variable: Minat Berwirausaha

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.219	5.035		3.221	.002
	Lingkungan Keluarga	.747	.097	.613	7.686	.000

a. Dependent Variable: Minat Berwirausaha

3. THIRD HYPOTHESIS

Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method

1	Pengetahuan Berwirausaha, Lingkungan Keluarga[a]		.Enter

a. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.800[a]	.639	.632	2.112

a. Predictors: (Constant), Pengetahuan Berwirausaha, Lingkungan Keluarga

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	767.207	2	383.603	85.967	.000[a]
	Residual	432.833	97	4.462		
	Total	1200.040	99			

a. Predictors: (Constant), Pengetahuan Berwirausaha, Lingkungan Keluarga

b. Dependent Variable: Minat Berwirausaha

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.528	4.226		.362	.718

		.511	.079	.420	6.438	.000
Lingkungan Keluarga						
Pengetahuan Berwirausaha		7.126	.847	.548	8.413	.000

a. Dependent Variable: Minat Berwirausaha

TABEL RANGKUMAN ANALISIS REGRESI

Sumber Variasi	db	JK	RK	F	p
Regresi (Reg)	2	767.207	383.603	85.967	.000

Residu (Res)	97	432.833	4.462	--	--
Total (T)	99	1200.040	--	--	--

Perbandingan Bobot Prediktor

variabel X	Korelasi rxy	Lugas p	Bobot SE%	Sumbangan SR%
1	0.697	0,000		
2	0.613	0,000		
Total				

Sumbangan Relatif dan Sumbangan Efektif

$$SR\% = \frac{a \sum xy}{JK\ reg} \times 100\%$$

$$JK_{reg} = a_1 \sum x_1 y + a_2 \sum x_2 y$$

$$\sum x_1 y = \sum X_1 Y - \frac{(\sum X1)\ (Y)}{N} = 19773.8 - \frac{(377.39)(5172)}{100} = 255.189$$

$$\sum x_2 y = \sum X_2 Y - \frac{(\sum X2)\ (Y)}{N} = 253496 - \frac{(4893)(5127)}{100} = 2631.89$$

$$JK_{reg} = a_1 \sum x_1 y + a_2 \sum x_2 y$$

$$= \{(9.052)\ (255.189)\} + \{(0.747)\ (2631.89)\}$$

$$= 2309.97 + 1966.02$$

$$= 4275.99$$

Sumbangan Relatif

Sumbangan Relatif $X_1 = SR\% = \frac{a \sum x1y}{JK\ reg} \times 100\%$

$$= \frac{(9.052)\ (255.189)}{4275.99} \times 100\%$$

$$= 54.02\%$$

Sumbangan Relatif $X_2 = SR\% = \frac{a \sum x2y}{JK\ reg} \times 100\%$

$$= \frac{(0.747) \ (2631.89)}{4275.99} \ x \ 100\%$$

$$= 45.98\%$$

Sumbangan Efektif (SE)

$SE\% = SR\% \ x \ R^2$

Sumbangan Efektif $X_1 = 54.02\% \ x \ 0.639 = 34.58\%$

Sumbangan Efektif $X_2 = 45.98\% \ x \ 0.639 = 29.38\%$

Tabel Bantuan SE dan SR

NO	Minat Berwirausaha	Pengetahuan Berwirausaha	Lingkungan Keluarga	X_1Y	X_2Y
1	54	4	50	216	2700

2	56	4	49	224	2744
3	53	3.67	52	194.51	2756
4	53	3.67	49	194.51	2597
5	50	3.33	51	166.5	2550
6	54	4	49	216	2646
7	52	3.33	48	173.16	2496
8	53	4	49	212	2597
9	56	4	50	224	2800
10	48	3.33	50	159.84	2400
11	54	4	52	216	2808
12	56	4	52	224	2912
13	53	3.67	47	194.51	2491
14	56	4	52	224	2912
15	56	4	52	224	2912
16	51	3	49	153	2499
17	53	4	52	212	2756
18	54	3.67	50	198.18	2700
19	56	4	49	224	2744
20	55	4	47	220	2585
21	52	4	49	208	2548
22	52	3.67	47	190.84	2444
23	54	3.67	46	198.18	2484
24	44	3.67	50	161.48	2200
25	52	3.67	47	190.84	2444
26	51	3.67	45	187.17	2295
27	52	3.67	46	190.84	2392
28	51	3.67	46	187.17	2346
29	53	4	50	212	2650
30	52	4	52	208	2704
31	55	4	51	220	2805
32	56	4	51	224	2856
33	51	4	52	204	2652
34	53	4	49	212	2597
35	53	4	52	212	2756
36	49	3.33	46	163.17	2254
37	55	4	52	220	2860
38	49	4	52	196	2548
39	56	4	47	224	2632
40	53	4	48	212	2544

41	55	4	51	220	2805
42	50	3.33	44	166.5	2200
43	53	4	47	212	2491
44	55	4	46	220	2530
45	56	4	52	224	2912
46	46	3.67	44	168.82	2024
47	46	3.67	47	168.82	2162
48	53	4	52	212	2756
49	56	4	52	224	2912
50	56	4	51	224	2856
51	56	4	49	224	2744
52	56	4	50	224	2800
53	51	3.67	45	187.17	2295
54	54	3.67	50	198.18	2700
55	56	3.67	47	205.52	2632
56	50	3.67	47	183.5	2350
57	50	3.67	44	183.5	2200
58	51	3.67	48	187.17	2448
59	51	3.33	44	169.83	2244
60	54	4	52	216	2808
61	56	4	49	224	2744
62	54	4	52	216	2808
63	54	4	52	216	2808
64	52	4	51	208	2652
65	53	4	49	212	2597
66	53	4	51	212	2703
67	53	4	52	212	2756
68	47	3.33	44	156.51	2068
69	56	4	48	224	2688
70	52	4	52	208	2704
71	51	3.67	52	187.17	2652
72	54	3.67	48	198.18	2592
73	50	3.67	49	183.5	2450
74	50	3.67	51	183.5	2550
75	52	3.67	48	190.84	2496
76	54	4	52	216	2808
77	52	3.67	52	190.84	2704
78	52	3.67	52	190.84	2704
79	50	3.67	51	183.5	2550

80	46	3.33	44	153.18	2024
81	46	3.33	44	153.18	2024
82	54	4	52	216	2808
83	46	3	41	138	1886
84	51	4	52	204	2652
85	48	3.67	49	176.16	2352
86	50	3.67	49	183.5	2450
87	48	3.33	44	159.84	2112
88	47	3.33	51	156.51	2397
89	46	3.33	42	153.18	1932
90	44	3.33	48	146.52	2112
91	50	4	52	200	2600
92	51	4	52	400	2652
93	49	4	47	196	2303
94	48	3.67	47	176.16	2256
95	45	4	52	180	2340
96	50	4	52	200	2600
97	51	3.67	44	187.17	2244
98	43	3.33	44	143.19	1892
99	52	3.67	48	190.84	2496
100	41	3.33	45	136.53	1845
Total	**5172**	**377.39**	**4893**	**19773.8**	**253496**