

The Effect of Entrepreneurship Education and Family Environment on Entrepreneurial Character

Afrina Yanti¹, Henny Indrawati², Afrianto Daud³

¹ Universitas Riau; afrina.yanti6844@grad.unri.ac.id

² Universitas Riau; henny.indrawati@lecturer.unri.ac.id

³ Universitas Riau; afrianto.a@lecturer.unri.ac.id

ARTICLE INFO

Keywords:

Entrepreneurship Education,
Family Environment,
Entrepreneurial Character

Article history:

Received 2023-08-14

Revised 2024-02-12

Accepted 2024-06-30

ABSTRACT

Entrepreneurial character is something related to the characteristics of a person's behaviour, character, habits, attitudes and actions in carrying out daily activities both in the academic world, business and dare to take risks to achieve success. This study aims to analyse the effect of entrepreneurship education and family environment on the entrepreneurial character of students in SMPN Pekanbaru City. The population in this study were seventh grade students of SMPN 2 and 18 Pekanbaru City. The sampling technique used is random sampling. The sample size was 189 students, namely 79 respondents from SMPN 2 and 110 respondents from SMPN 18 Pekanbaru City. Data were collected from the results of the questionnaire while the data analysis technique used was descriptive analysis and multiple linear regression analysis. The results showed the influence of entrepreneurship education and family environment simultaneously and partially on the entrepreneurial character of students in social studies economic subjects at SMPN Pekanbaru City. Entrepreneurship education forms a mindset, attitude and behaviour that does not give up easily in the face of challenges, so that to form an entrepreneurial character in students it is necessary to take entrepreneurship education. This condition will be better if the family from the beginning teaches the values of independence, honesty and perseverance. This will make the entrepreneurial character of a child stronger so that later it will be ready to face future challenges.

This is an open access article under the [CC BY-NC-SA](#) license.



Corresponding Author:

Afrina Yanti

Universitas Riau; afrina.yanti6844@grad.unri.ac.id

INTRODUCTION

According to Permendikbud No 57 of 2014, social studies aims to produce citizens who are religious, honest, democratic, creative, critical, love to read, have the ability to learn, curiosity, care about the social and physical environment, contribute to the development of social and cultural life, and communicate productively (Riawan, 2020). According to Permendikbud No. 57 of 2014, social studies aims to produce citizens who are religious, honest, democratic, creative, critical, love to read, have the ability to learn, curiosity, care about the social and physical environment, contribute to the development of social studies learning integration into 4 folders namely Economics, Geography, Sociology and History is done in three ways, namely the integration of attitudes, knowledge and skills in the learning process and the integration of various basic concepts related (Afifah, 2017). To realise the objectives of social studies learning one of them is to provide entrepreneurship material. Entrepreneurship material is an important material in the world of education. The provision of entrepreneurship material is useful to foster the spirit of entrepreneurship from an early age so that

students are expected to become useful human beings and have entrepreneurial character and be able to face challenges in the future.

Entrepreneurship is part of an economic subject that studies how a person becomes creative, innovative and independent. (Fitriyani et al., 2020) The basis of entrepreneurship education begins in the family and continues when the child is in school. By providing entrepreneurial material from an early age, it will instil entrepreneurial mentality in students and create the growth of creative and innovation-rich individuals in facing future challenges. (Sukirman et al., 2023)

The most difficult challenge faced when developing entrepreneurial character in students is when students are undisciplined, dishonest and inconsistent and have no commitment and have limited skills and knowledge. (Febriyanti et al., 2022) Of course, these various problems are a tough challenge for students who want to develop entrepreneurial character (Karta et al., 2022). Entrepreneurial character can be fostered by learning practical skills through experiments with entrepreneurial practice methods (Sudarwati, 2020).

Based on the results of initial observations of students at SMPN 2 and SMPN 18 Pekanbaru City, it was found that students' entrepreneurial character was not good. The findings can be seen that 58 or 7.3% of 79 students of SMPN 2 and 82 or 75% of 110 students of SMPN 18 Pekanbaru lack enthusiasm in doing assignments such as students not understanding the subject matter and lack of motivation in participating in learning. Not only that, if seen in doing skill assignments at school, it is very rare to find students who are able to do skill assignments independently, the rest are done in groups. Furthermore, it was also found that students lacked creativity and innovation such as difficulty in developing ideas in working on entrepreneurial tasks. Finally, it was also found that students were less persistent in doing practical tasks because in carrying out difficult tasks students easily despair with the discovery of many students who did not complete the assigned tasks.

Based on these problems, it shows that the entrepreneurial character of students is still low. The question arises of the phenomenon that occurs, what affects the character of entrepreneurship. According to Mochlasin & Krisnawati (2016), the factors that influence entrepreneurial character are entrepreneurship education, environment and personality. Similarly, according to Daoed & Firah (2020) the factors that influence the entrepreneurial character of students are entrepreneurship education, family environment, student confidence, entrepreneurial experience and the development of science and technology. Furthermore, according to Ependi & Winarso (2019) the factors that influence entrepreneurial character are talent, education (including entrepreneurial spirit) and the surrounding environment, one of which is the family environment.

Based on the factors that influence entrepreneurial character, entrepreneurship education and family environment are the most dominant factors that influence entrepreneurial character. This is indicated by the results of previous research and the findings of the millennial generation having good self-quality in determining what they want and what they will do after getting entrepreneurship education and the family environment (Suarningsih & Rasmini, 2021).

According to Yanti (2019) entrepreneurship education provided at the school level is very effective in supporting entrepreneurial readiness in the future. Insana & Mayndarto (2017) explain that there is a positive and significant influence between entrepreneurship education on entrepreneurial character building. In line with that, Aryani (2019) opinion explains that the character building of students in Indonesia can be supported through the internalisation of entrepreneurship education values. (Hawi & Syarnubi, 2018). Another factor that influences entrepreneurial character is the family environment. (Martina et al., 2019) The family environment has a huge influence on children becoming entrepreneurs in the future. (Misyuraidah et al., 2017) In this family environment, a child gets inspiration and support for entrepreneurship from the family, and there are activities in the family that are meaningful for learning entrepreneurship. (Malta et al., 2022) Family is the closest social environment of an entrepreneur, which plays a very large role in shaping character, including the entrepreneurial character of a child (Artaningih, 2021).

Furthermore Rimadani (2019) also explains other factors that influence entrepreneurial character, namely the family environment, achievement needs, and creativity.. (Arisca et al., 2020) According to Bahri (2021) entrepreneurial character is certainly not formed just like that, but through

the influence of the environment that leads an entrepreneur to have a special character that supports his success in entrepreneurship. Interaction with the environment is a factor that plays an important role in character formation (Alimron et al., 2023) Good entrepreneurial character will shape in a positive direction in business development. According to Khairinal et al., (2022) the family environment can be an environment to train and hone entrepreneurial character in children. The family environment can also be a provision for children to start directing their interests in the future. (Ali & Syarnubi, 2020)

Many studies have revealed that entrepreneurial character can be influenced by entrepreneurship education and family environment. (Ballanie et al., 2023) The results of research by Riani & Almujaab (2019) state that there is a positive influence between entrepreneurship education on entrepreneurial behaviour in students. Meanwhile, according to Insana & Mayndarto (2017) there is a positive and significant relationship between the quality of entrepreneurship education and the entrepreneurial character of students. In contrast to the opinion of Khatimah & Nuradi (2021) that entrepreneurial character does not have a significant influence on the character formation of pre-rental students, this shows that there needs to be innovation in entrepreneurship education, on the other hand, the environment has a big influence, this is because they always interact with lecturers who generally run businesses on a daily basis. (Fauzi et al., 2023)

There have been many studies that examine entrepreneurship education, family environment and entrepreneurial character, but there is a novelty in research, namely the variation between variables and there are also differences in research results on entrepreneurial character. Therefore, it is necessary to conduct research with the aim of obtaining varied results according to the geographical conditions of the study. Based on this, this study will discuss the effect of entrepreneurship education and family environment on the entrepreneurial character of students in social studies economics subjects in public junior high schools in Pekanbaru City.

RESEARCH METHOD

The method used in this research is quantitative method. The research was conducted in public junior high schools in Pekanbaru city, namely SMP Negeri 2 and SMP Negeri 18. The research population was all students of class VII. The sampling technique used was random sampling technique. The sample in this study were 189 students, namely 79 students from SMPN 2 and 110 from SMPN 18. Data sources were obtained from respondents through distributing questionnaires or questionnaires. Data analysis techniques in this study are descriptive analysis and multiple linear regression analysis. Descriptive analysis is to describe the facts and influences between the variables studied. While multiple linear regression analysis is used to measure the magnitude of the influence between the independent variable on the dependent variable. Descriptive and multiple linear regression tests were conducted using SPSS Version 22. The independent variables in this study are entrepreneurship education (X1), family environment (X2) and the dependent variable is entrepreneurial character (Y).

Entrepreneurship education variables are measured by curriculum indicators, quality of students and teaching and learning facilities. Family environment variables are measured by indicators of how the family provides education, harmonious relationships between family members, family circumstances, economic conditions owned by the family, understanding or sensitivity of both parents and how the culture in the family. As for the entrepreneurial character variable, the indicators are passion (passion), independent (independent), market sensitivity (sensitive to the market), creative & innovative, (creative and innovative), Calculated risk taker (calculating risk), persistent (persistent) and high ethical standards, (high ethical standards).

RESEARCH RESULTS AND DISCUSSION

Descriptive Analysis

The data used in this study consist of the dependent variable, namely entrepreneurial character and 2 independent variables, which include entrepreneurship education and family environment. To explain each variable, this section presents a description of the variables in the form

of maximum value, minimum value, mean, standard deviation, frequency distribution table and description of each variable presented in Table 1:

Table 1 Description of Research Variables

No	Variable	N	Minimum	Maximum	Sum	Mean	Std. Deviation
1	Education entrepreneurship	189	9,78	27,46	4163,71	25,6900	2,66228
2	Environment family	189	19,00	91,57	8078,04	50,2600	6,18132
3	Character entrepreneurship	189	44,86	87,46	12723,2	85,3600	10,4790
	Valid N (listwise)	189					

Sumber: Data Olahan SPSS, 2023

Based on Table 1, the mean value of the entrepreneurship education variable is 25.6900, the mean value of the family environment is 50.2600 and the mean value of entrepreneurial character is 85.3600. The sum of these mean values is greater than the standard deviation of entrepreneurship education 2.66228, the standard deviation of the family environment 6.18132 and the standard deviation of entrepreneurial character 10.4790. This means that the mean value is greater than the standard deviation, thus indicating a fairly good result. This is because the standard deviation is a very high storage mirror, so the distribution of data shows normal results and does not cause bias.

1. Entrepreneurial Character Variables

Based on the results of respondents' answers to each indicator of entrepreneurial character, the overall average score was obtained which can be seen in the recapitulation of the distribution of respondents' answers in the frequency distribution in Table 2:

Table 2. Frequency Distribution of Entrepreneurial Characters

No	Interval	Category	Frequency	Percent	Valid Percent	Cumulative Percent
1	88,2 - 105	Very Good	76	40,2	40,2	40,2
2	71,4 - 88,2	Good	87	46,0	46,0	86,2
3	54,6 - 71,4	Enough	26	13,8	13,8	100,0
	Total		189	100,0	100,0	

Sources: Data Olahan SPSS, 2023

Based on Table 2, it is known that the entrepreneurial character of students is in the good category, namely 87 or 46.0% of students. This is because students have self-motivation to be enthusiastic, independent, creative and innovative, take risks into account, be persistent and have high ethics in carrying out the tasks given. A description of the frequency of students' entrepreneurial characteristics based on indicators can be seen in Table 3:

Table 3. Frequency Description of Student Entrepreneurial Characteristics Based on Indicators

No	Indicator	N	Minimum	Maximum	Sum	Mean	Std. Deviation
1	Spirit	189	3,00	12,02	9,2131	2,07801	3,00
2	Independent	189	3,83	11,11	8,1132	2,11010	3,83
3	Market-sensitive	189	4,14	13,11	9,4950	1,91844	4,14
4	Creative and innovative	189	3,95	11,61	8,5391	1,97143	3,95
5	Risk-taking	189	4,72	1,83	10,1801	1,89144	4,72

6	Persistent	189	4,48	13,12	10,5260	2,20648	4,48
7	High ethical standards	189	5,29	13,66	11,2526	1,81568	5,29

Sources: Data Olahan SPSS, 2023

In Table 3, it can be seen that in general, the indicator of student entrepreneurial character variables that is at the highest average is the persistent indicator, namely 2.20648. This means that students have the determination and drive from within themselves to make continuous efforts in carrying out the assigned tasks. . This is evidenced by the effort to produce a product or work. Students can also make good use of time so that they can submit assignments on time. Students show a very interested attitude in becoming a successful entrepreneur. students learn not only to depend on the teacher for knowledge but also to take advantage of other sources such as books in the library, the environment and utilise technology to increase knowledge.

2. Entrepreneurship Education Variable

In the entrepreneurship education variable (X1), the classification of each category is presented in the frequency distribution table in Table 4:

Table 4. Frequency Distribution of Entrepreneurship Education Variables

No	Interval	Category	Frequency	Percent	Valid Percent	Cumulative Percent
1	29,2 – 35	Very Good	10	5,3	5,3	5,3
2	23,4 – 29,2	Good	140	74,1	74,1	79,4
3	17,6 – 23,4	Enough	38	20,1	20,1	99,5
4	11,8 – 17,6	Not Good	1	0,5	0,5	100,0
Total			189	100,0	100,0	

Sources: Data Olahan SPSS, 2023

Based on Table 4, it can be seen that entrepreneurship education at Pekanbaru City State Middle School is in the good category, namely 140 or 74.1% of students think that entrepreneurship education at their school is going well. This is because the school already has a curriculum, competent teaching staff and good teaching and learning facilities. A description of the frequency of entrepreneurship education based on indicators can be seen in Table 5:

Table 5. Description of Entrepreneurship Education Frequency Based on Indicators

No	Indikator	N	Minimu m	Maximu m	Sum	Mean	Std. Deviation
1	Curriculum	189	3,00	8,03	6,534	1,446	3,00
2	Quality of teaching staff	189	2,63	9,71	7,748	1,404	2,63
3	Teaching and learning facilities	189	2,75	9,72	7,748	1,481	2,75

Sources: Data Olahan SPSS, 2023

Based on Table 5, it can be seen that in general the indicator of the entrepreneurship education variable that is on the highest average is the indicator of teaching and learning facilities, namely 1.481. This explains that entrepreneurship education provided by teachers at school is supported by the facilities at school. Facilities are facilities and infrastructure that must be available to launch educational activities at school. Facilities are all equipment, materials, and furniture that are directly used for the educational process at school, including buildings, study rooms / classrooms, learning media, tables, chairs, wifi, consumption cooperatives and student work spaces. The existence of school facilities will help teachers, students, and other school members to access and provide learning information simultaneously without space and time barriers. Good facilities will generate student interest and attention to take part in learning activities in the classroom.

3. Family environment variable

The categories of respondents' answers to the family environment variable (X2) can be seen in

Table 6:

Table 6. Frequency Distribution of Family Environment

No	Interval	Category	Frequency	Percent	Valid Percent	Cumulative Percent
1	50,4 – 60	Very Good	92	48,7	48,7	48,7
2	40,8 – 50,4	Good	93	49,2	49,2	97,9
3	31,2 – 40,8	Enough	3	1,6	1,6	99,5
4	21,6 – 31,2	Not Good	1	0,5	0,5	100,0
5	12,0 – 21,6	Very Don't Good	0	0	0	0
Total			189	100,0	100,0	

Sources: Data Olahan SPSS, 2023

Based on Table 6, it can be seen that the distribution of the family environment is in the good category, namely there are 93 students or 49.2%. This means that the family has provided the best for their children in the form of facilities, support, motivation and education. This can be seen from how parents provide upbringing such as getting children used to being independent, helping with homework, being disciplined, honest and having perseverance in facing the future, the existence of harmonious relationships between family members such as discussing decision making, parents complete children's school facilities and provide opportunities for children to generate creativity and not give up easily in facing challenges. Through high creativity, children will explore their creations to make ideas in creating new breakthroughs.

The frequency description of the family environment based on the indicators can be seen in Table 7:

Table 7. Description of Family Environment Frequency by Indicator

N o	Category	N	Minimu m	Maximum	Sum	Mean	Std. Deviation
1	How the family provides education	189	3,83	8,97	7,3785	1,3171	3,83
2	Harmonious relationship between family members	189	2,00	9,55	7,7481	1,4270	2,00
3	Family circumstances	189	3,11	9,60	7,3788	1,4520	3,11
4	The economic condition of the family	189	3,39	8,98	7,2741	1,5245	3,39
5	Understanding or sensitivity of both parents	189	2,00	9,22	7,1505	1,3606	2,00
6	How is the culture in the family	189	2,00	49,08	5,8111	3,5119	2,00

Sources: Data Olahan SPSS, 2023

Based on Table 7, it can be seen that in general, the indicator of the family environment variable that is at the highest average is the indicator of how the culture in the family is 3.5119. Culture in the family is a view of life that includes ways of thinking, behaving, and value attitudes, which are recognised together in a social unit, namely a family consisting of father, mother, and children. This also indicates that student behaviour is strongly influenced by their family's worldview and way of thinking. Families who have a profession as entrepreneurs can stimulate the growth of entrepreneurial spirit from an early age through habituation. One example of this habituation is often telling stories about the success of one of the family in business.

Classical Assumption Test

Before the data is analysed for simple linear regression, the classical assumption test is carried out first. The recapitulation of the classical assumption test can be seen in Table 8:

Table 8. Recapitulation of classical assumption test

Variable	Normality Tes Sig	LinearityTest Sig	Multicollinearity Test	Heteroscedasticity Test Sig
Entrepreneurship Education (X1)	0,095	0,000	1,350	0,596
Family Environment (X2)		0,000	1,350	0,076

Sources: Data Olahan SPSS, 2023

1. Normality Test

The results of the normality test with the one-sample kolmogorov-smirnov statistical test in Table 8, the significance value is 0.095. Residual data is normally distributed if the significance $> \alpha = 0.05$, from the test it can be seen that 0.095 is greater than $\alpha = 0.05$, it is concluded that this research data is normally distributed.

2. LinierityTest

The linearity test results in Table. 8 it can be seen that sig. from the linearity test of entrepreneurship education (X1) and family environment (X2) is 0.000, that is, smaller than 0.05. So it can be concluded that the effect of entrepreneurship education variables and family environment is linear.

3. Multicollinearity Test

Multicollinearity test results in Table 8, it can be seen that the VIF (Variance Inflation Factor) value of entrepreneurship education (X1) is 1.350 and the family environment (X2) is 1.350. When compared, the VIF value is smaller than 10 or < 10 . So it can be concluded that there is no multicollinearity in the independent variables in this study.

4. Heteroscedasticity Test

Heteroscedasticity test results in Table 8, it can be seen that in the entrepreneurship education variable (X1) the significance value is 0.596 and the family environment variable (X2) obtained a significance value of 0.076. The significance number is $0.59 > 0.05$, and $0.076 > 0.05$. From the test results it can be concluded that there is no heteroscedasticity.

5. Hypothesis Test

The hypotheses in this study are:

5.1 F Test

H3: Entrepreneurial education and family environment influence the entrepreneurial character of students in social studies economics subjects at Pekanbaru City Public Middle Schools. To test the third hypothesis, use the F test. The results of the analysis can be seen in Table 9:

Table 9. F Test Results (Simultaneous)

No		Amount from Squares	Df	Average Square	F	Sig.
1.	Regres sion	9405,946	2	4702,973	90,747	0,000 ^b
2.	Remai nder	9639,450	186	51,825		
	Total	19045,396	188			

Sumber: Data Olahan SPSS, 2023

The test results in Table 9 show that the calculated F value is 90.747 with F-table = 3.04. This shows an F-count value of $90.747 > F\text{-table } 3.04$ and a significant value of $0.000 < 0.05$, so it can be

concluded that entrepreneurial education and the family environment simultaneously influence entrepreneurial character.

5.2 t test

The results of research on the influence of entrepreneurship education and family environment on entrepreneurial character are presented in Table 10:

Table 10. T Test Results (Partially)

No		Standar tidak Koefisien		Standar Koefisien	T	Sig.
		B	Std. Error	Beta		
1	Constant	13,472	4,035		3,339	0,001
2	Education	1,222	0,187	0,396	6,541	0,000
3	Environment	0,630	0,093	0,412	6,805	0,000

Sources: Data Olahan SPSS, 2023

1. Effect of Entrepreneurship Education (X1) on Entrepreneurial Character (Y)

The hypotheses in this study are:

H1 : Entrepreneurship education affects the entrepreneurial character of students in social studies economic subjects in public junior high schools in Pekanbaru City.

The results of the t-test calculation of entrepreneurship education variables on student entrepreneurial character can be seen in Table 10. It is known that the entrepreneurship education variable (X1) has a t-count value of $6.541 > t\text{-table} = 1.960$ and Sig value < 0.05 , it can be concluded that H1 is accepted, which means that entrepreneurship education affects the entrepreneurial character of students in social studies economic subjects in public junior high schools in Pekanbaru City.

2. Effect of Family Environment (X2) on Entrepreneurial Character (Y)

The hypotheses in this study are:

H2 : Family environment affects the entrepreneurial character of students in social studies economic subjects in public junior high schools in Pekanbaru City.

The results of the t-test calculation of the family environment variable on student entrepreneurial character can be seen in Table 10. It is known that the family environment variable (X2) has a t-count value of $6.805 > t\text{-table} = 1.960$ and Sig value < 0.05 , it can be concluded that H2 is accepted, which means that the family environment affects the entrepreneurial character of students in social studies economics subjects in public junior high schools in Pekanbaru City.

6. Multiple Regression Equation

Based on Table 10, the multiple regression equation of entrepreneurship education (X1), family environment (X2) and entrepreneurial character (Y) by paying attention to the numbers in the Beta coefficients, namely:

$$Y = 13.472 + 1.222X_1 + 0.630X_2$$

1. The regression equation obtained a constant of 13.472 means that if the entrepreneurial character variable (Y) is influenced by both independent variables (the value of X_1 and $X_2 = 0$) shows the amount of entrepreneurial character is 13.472. If the value of X_1 and X_2 increases then Y will also increase.
2. The regression coefficient value of the entrepreneurship education variable (X_1) of 1.222 is positive, this indicates that the regression coefficient value of the entrepreneurship education variable has a unidirectional relationship with entrepreneurial character (Y). This shows that with the addition of the value of entrepreneurship education, there will be a unit increase in the value of entrepreneurial character (Y) of 1.222 assuming that the other variables used are fixed, the higher the entrepreneurship education provided, the higher the entrepreneurial character owned.
3. The regression coefficient value of the family environment variable (X_2) of 0.630 is positive, this indicates that the regression coefficient value of the family environment variable has a

unidirectional relationship with entrepreneurial character (Y). This shows that with the addition of the value of the family environment, there will be a unit increase in the value of entrepreneurial character (Y) of 0.630 assuming that the other variables used are fixed, the better the influence of the family environment, the higher the entrepreneurial character.

7. Coefficient of Determination

The results of the coefficient of determination (R²) can be seen in Table 11:

Table 11. Coefficient of Determination (R²)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,703 ^a	0,494	0,488	7,19896

Sources: Data olahan SPSS, 2023

The results of the coefficient of determination in Table 11 show the degree of accuracy of the analysis of multiple linear regression equations that illustrate the magnitude of the contribution of entrepreneurship education variables and family environment to entrepreneurial character. The magnitude of the contribution value of R Square is 0.494. This means that the contribution of entrepreneurship education and family environment to the entrepreneurial character variable is 49.4%. While the remaining 50.6% of entrepreneurial character is contributed by other variables not included in this study such as personality hardiness (Artaningih, 2021), *Self Efficacy* and *Locus of Control* (Roring, 2022), entrepreneurial experience and gender (Wahyudiono, 2017) as well as the application of practical learning methods. (Sudarwati, 2020).

Effect of Entrepreneurship Education on Entrepreneurial Character

Based on data analysis and hypothesis testing that has been done, proving that entrepreneurship education has a significant effect on entrepreneurial character. This means that if a child's entrepreneurship education is good, it will form a good entrepreneurial character in each student. Directed curriculum design, good quality education and very adequate teaching and learning facilities will make students comfortable and affect the formation of student entrepreneurial character. The school has provided what students need. Among them are presenting teachers who can guide the growth and development of student entrepreneurial character, because teachers are the key and main players in carrying out the educational process (Daud et al., 2019).

In essence, entrepreneurship education can be seen from the curriculum, the quality of students and teaching and learning facilities. Entrepreneurship education is developed in a curriculum that is not only theoretical but also skills through entrepreneurial practice (Sudarwati, 2020). Therefore, schools need to find ways to realise and adapt the curriculum to learning activities. In addition, schools are also assigned and authorised to develop local content and life skills curriculum according to the needs of local communities and the environment (Indrawati & Caska, 2019).

The results of the study are in line with the research of Phutry et al., (2019) also stated that entrepreneurship education emphasises increasing skills and also knowledge about entrepreneurship, but what is more important is to foster entrepreneurial character and start a business Wahyudiono (2017) there is a positive influence between entrepreneurship education on a person's character or attitude of trying.

Pengaruh Lingkungan Keluarga terhadap Karakter Kewirausahaan Siswa pada Mata Pelajaran Ekonomi IPS di SMP Negeri 18 Kota Pekanbaru

The Effect of Family Environment on Student Entrepreneurial Character in Social Studies Economics Subjects at SMP Negeri 18 Pekanbaru City

Based on data analysis and hypothesis testing that has been done proves that the family environment has a significant effect on student entrepreneurial character. This means that if the child's family environment is good, it will also have a good impact on his entrepreneurial character such as parents who teach their children to be independent, invite children to always discuss in decision making, discipline, honesty and even families foster the spirit of entrepreneurship by telling stories about people who are successful in entrepreneurship. This means that parents who educate their children with good attitudes and behaviour tend to also shape the child to grow into a person

who has good attitudes and behaviour, as well as in the formation of entrepreneurial character. The role of parents is very influential in the formation of children's character, because the good and bad of the child's personality and soul depends on the family or both parents (Handoyono et al., 2020). Likewise with entrepreneurship, parents who have introduced their children to entrepreneurship from an early age will also tend to have the character of an entrepreneur so that the family becomes the basic laying for the pattern of behaviour and personal development of children.

The results of this study are reinforced by Anand & Meftahudin (2020) that the family environment can be an environment for training and honing entrepreneurial character in children. The family environment can also be a provision for children to start directing their interests in the future. If an entrepreneurial culture is fostered in children in the family, the child will form his entrepreneurial spirit as well as his character. The role of education in the family can foster an entrepreneurial spirit in children because successful entrepreneurs are triggered by parents who always motivate and teach children entrepreneurship from an early age. The opinion of Ulfah & Irianto (2020) that the family environment has a huge influence in preparing children to become entrepreneurs in the future.

The Effect of Entrepreneurship Education and Family Environment on Student Entrepreneurial Character in Social Studies Economics Subjects in State Junior High Schools in Pekanbaru City.

Based on data analysis and hypothesis testing that has been done, proving that entrepreneurship education and family environment have a significant effect on student entrepreneurial character. This means that if entrepreneurship education and family environment owned by students are good, it will form a good entrepreneurial character as well. This is because entrepreneurship education taught from an early age is a provision for a high spirit, which will be independent, bear risks and be able to take advantage of the slightest opportunity and have a soul that does not give up easily.

The family environment also has an important role in shaping children's entrepreneurial character, because families who often teach children about living independently, creatively, innovatively will also be able to shape entrepreneurial character especially children are often told and even taught how to have their own business. It can thus be concluded that the importance of entrepreneurship education and family environment can shape the entrepreneurial character of children so that children have knowledge and are more directed in learning. If entrepreneurship education and family environment are good, it will be able to foster entrepreneurial character for each individual (student).

In line with the results of research (Insana & Mayndarto, 2017), explaining that there is a positive and significant influence between entrepreneurship education on entrepreneurial character building, further according to (Rohmah, 2011) entrepreneurship education, family environment, campus and peers affect entrepreneurial attitudes. Attitude is one part of character so it can be concluded that entrepreneurship education and family environment can affect entrepreneurial character. According to (Puspitaningsih, 2016) states that entrepreneurship education and family environment affect self-efficacy. Self efficacy is the belief that a person has that he is able to try persistently, bravely, hardworking and even high spirits and motivation. Self efficacy is also a dimension of one's behaviour.

CONCLUSION

Based on the results of the study, it can be concluded that entrepreneurship education affects the entrepreneurial character for students at SMPN Pekanbaru City. Behaviour, character, character, attitudes and actions of a person can be formed with entrepreneurship education. This means that if you want to have an entrepreneurial character, it is necessary to take entrepreneurship education.

The family environment affects entrepreneurial character. This means that the better the influence of the family environment given at home such as the harmony of children and parents, good family economic conditions and family support and encouragement in directing children's behaviour to be independent, honest and have good ethics will shape and improve entrepreneurial

character behaviour. This is because the family environment is the closest and first environment since childhood and has a big role in the formation of one's entrepreneurial character.

REFERENCES

- Afifah, N., Sunaryo, H., & Wahono, B. (2020). Pengaruh Pendidikan Kewirausahaan, Kepribadian Dan Lingkungan Keluarga Terhadap Minat Berwirausaha Mahasiswa. *E-Jurnal Riset Manajemen*, 9(16), 1–14.
- Ali, Muhammad., & Syarnubi, Syarnubi. (2020). Dampak Sertifikasi Terhadap Kompetensi Pedagogik Guru (Studi Pemetaan (Pk) Gpai On-Line Tingkat Sma/Smk Provinsi Sumatera Selatan. *Tadrib: Jurnal Pendidikan Agama Islam*, 6(2).
- Alimron, Alimron., Syarnubi, Syarnubi., & Maryamah, Maryamah. (2023). Character Education Model in Islamic Higher Education. *AL-ISHLAH: Jurnal Pendidikan Islam*, 15(3).
- Arisca, Lestari, Syarnubi, Syarnubi. (2020). Pengaruh Kompetensi Kepribadian Guru PAI Terhadap Kecerdasan Emosional Siswa di SMP Negeri 06 Palembang." 295-308. *Jurnal PAI Raden Fatah*, 2(3), 295–308.
- Artaningih, N. K. S., & Mahyuni, L. P. (2021). Pengaruh Kepribadian Hardiness, Lingkungan Keluarga, dan Pendidikan Kewirausahaan terhadap Intensi Berwirausaha Generasi Milenial. *Forum Ekonomi*, 23(3), 582–592.
- Aryani, M., & Najwa, L. (2019). Peran Pendidikan Kewirausahaan Sebagai Upaya Pembentukan Karakter Siswa Sekolah Dasar. *Jurnal Visionary: Penelitian Dan Pengembangan Dibidang Administrasi Pendidikan*, 4(1). <https://doi.org/10.33394/vis.v4i1.1979>
- Bahri, S., & Trisnawati, N. (2021). Pengaruh Lingkungan Keluarga dan Lingkungan Sosial terhadap Minat Berwirausaha melalui Pendidikan Kewirausahaan pada Siswa SMKN 10 Surabaya. *Journal of Office Administration: Education and Practice*, 1(2), 269–281. <https://doi.org/10.26740/joaep.v1n2.p269-281>
- Ballanie, Novia., Dewi, Mutia., & Syarnubi Syarnubi. (2023). Internalisasi Pendidikan Karakter pada Anak dalam Bingkai Moderasi Beragama. *Prosiding Seminar Nasional*, 1(1).
- Daud, A., Aulia, A. F., & Ramayanti, N. (2019). Integrasi teknologi dalam pembelajaran: Upaya untuk beradaptasi dengan tantangan era digital dan revolusi industri 4.0. *Unri Conference Series: Community Engagement*, 1, 449–455. <https://doi.org/10.31258/unricsce.1.449-455>
- Ependi, A., & Winarso, B. S. (2019). Pengaruh pengetahuan kewirausahaan dan karakteristik kewirausahaan terhadap keberhasilan usaha mikro kecil menengah (umkm) di kecamatan ngaglik kabupaten sleman. *Jurnal Publikasi Universitas Ahmad Dahlan*, 1–12.
- Fauzi, Muhammad., Andriani, Hasty., & Syarnubi, Syarnubi. (2023). Budaya Belajar Santri Berprestasi Di Pondok Pesantren. *International Education Conference FITK*, 1(1).
- Febriyanti, Eka., Ismail, Fajri., & Syarnubi, Syarnubi. (2022). Penanaman Karakter Peduli Sosial di Smp Negeri 10 Palembang. *Jurnal PAI Raden Fatah*, 4(1), 39–51.
- Fitriyani, Ema. Dwi., Mansur, Abu., & Syarnubi, Syarnubi. Model Pembelajaran Pesantren dalam Membina Moralitas Santri di Pondok Pesantren Sabilul Hasanah Banyuasin. *Jurnal Pendidikan Agama Islam UIN Raden Fatah Palembang*, 2, hlm. 105.
- Handoyono, R., Arbainah, S., Korawijayanti, L., & Ciptaningtyas, A. F. (2020). Pengaruh Pengetahuan Kewirausahaan, Motivasi Berwirausaha, Dan Lingkungan Keluarga Terhadap Intensi Berwirausaha Pada Mahasiswa Prodi Akuntansi Manajerial Polines. *Paper Knowledge . Toward a Media History of Documents*, 4, 396–412.
- Hartati, Jasmeli., Achadi, Wasith., Syarnubi, Syarnubi., & Muhammad, M. N. (2022). Hubungan Prokrastinasi dan Dukungan Sosial Teman Sebaya Pada Mahasiswa Pendidikan Agama Islam FITK UIN Raden Patah Palembang. *Al-Mada: Jurnal Agama, Sosial, Dan Budaya*, 5(4), 612.
- Harto, Kasinyo & Syarnubi, Syarnubi. (2021). Model Pengembangan Pembelajaran PAI Berbasis Living Values Education (LVE).
- Hawi, Akmal., & Syarnubi, Syarnubi. (2018). Remaja Pecandu Narkoba: Studi Tentang Rehabilitasi Integratif di Panti Rehabilitasi Narkoba Pondok Pesantren Ar-Rahman Palembang. *Tadrib: Jurnal Pendidikan Agama Islam*, 4(1), 99–119.

- Indrawati, H., & Caska. (2019). Analysis of economic learning success. *International Journal of E-Collaboration*, 15(4), 18–30. <https://doi.org/10.4018/IJeC.2019100102>
- Insana, D. R. M., & Mayndarto, E. C. (2017). Pembangunan Karakter Wirausaha Mahasiswa Melalui Peningkatan Kualitas Pendidikan Kewirausahaan. *Jurnal Ekonomi*, 19(3), 348–356.
- Karta, I. W., Burhannuddin, & Suiroaka, I. P. (2022). Entrepreneur Salak Sukses: Pengembangan Kewirausahaan Berbasis Produk Salak Pada Mahasiswa Dan Alumni. *Jurnal Abdimas Ilmiah Citra Bakti*, 3(2), 114–128. <https://doi.org/10.38048/jailcb.v3i2.964>
- Kepercayaan, D. A. N. (2020). *Berbasis Kurikulum Smks Tik*. 1, 56–64.
- Khairinal, K., Syuhadah, S., & Fitriani, F. (2022). Pengaruh Lingkungan Keluarga, Pendidikan Kewirausahaan, Dan Jiwa Kewirausahaan Terhadap Minat Berwirausaha Siswa Smkn 1 Kota Jambi. *Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, 3(1), 163–174. <https://doi.org/10.38035/jmpis.v3i1.863>
- Khatimah, H., & Nuradi, N. (2021). Mata Kuliah Kewirausahaan Islam Dan Lingkungan Pengaruhnya Terhadap Pembentukan Karakter Mahasantri Preneur Di Perguruan Tinggi Berbasis Pesantren. *Jurnal Ekonomi Bisnis Dan Kewirausahaan*, 10(3), 294. <https://doi.org/10.26418/jebik.v10i3.45961>
- Malta, Malta., Syarnubi Syarnubi, & Sukirman Sukirman. (2022). Konsep Pendidikan Anak dalam Keluarga Menurut Ibrahim Amini. *Jurnal PAI Raden Fatah*, 4(2).
- Martina, Martina, Nyayu Khodijah, and Syarnubi. Syarnubi. (2019). “Pengaruh lingkungan sekolah terhadap hasil belajar siswa pada mata pelajaran pendidikan Agama Islam di SMP Negeri 9 Tulung Selapan Kabupaten OKI.” *Jurnal PAI Raden Fatah*, Vol 1(2), 164–180.
- Misyuraidah, Misyuraidah, & Syarnubi, Syarnubi. (2017). Gelar Adat dalam Upacara Perkawinan Adat Masyarakat Komering di Sukarami Ogan Komering Ilir Sumatera Selatan. *Intizar*, 23(2).
- Nurahman, Nurahman., Oviyanti, Fitri., & Syarnubi Syarnubi. (2021). Hubungan Antara Kegiatan Ekstrakurikuler dengan Keaktifan Siswa dalam Berdiskusi di Sekolah Menengah Pertama Muhammadiyah 4 Palembang. *Jurnal PAI Raden Fatah*, 3(2), 166–175..
- Mochlasin, M., & Krisnawati, W. (2016). Faktor-Faktor yang Mempengaruhi Perilaku Kewirausahaan Enterpreneur Muslim Salatiga. *Muqtasid: Jurnal Ekonomi Dan Perbankan Syariah*, 7(2), 73. <https://doi.org/10.18326/muqtasid.v7i2.73-94>
- Oktaviana, D., & Prihatin, I. (2018). Analisis Hasil Belajar Siswa Pada Materi Perbandingan Berdasarkan Ranah Kognitif Revisi Taksonomi Bloom. *Buana Matematika: Jurnal Ilmiah Matematika Dan Pendidikan Matematika*, 8(2:), 81–88. https://doi.org/10.36456/buana_matematika.8.2:1732.81-88
- Phutry Lelliezza, Ali Musadeq, & Arik Prasetya. (2019). Pengaruh Pendidikan Kewirausahaan, Karakter Wirausaha Terhadap Intensi Berwirausaha Dengan Motivasi Usaha Sebagai Intervening. *Sketsa Bisnis*, 6(2), 125–136. <https://doi.org/10.35891/jsb.v6i2.1776>
- Riawan, R. (2020). Penanaman Nilai-Nilai Karakter Terhadap Siswa Melalui Pembelajaran IPS di SDN 02 Metro Timur. *Jurnal of Social Science Education*, 1(1).
- Rimadani, F., & Murniawaty, I. (2019). Pengaruh Pendidikan Kewirausahaan, Business Center Dan Kreativitas Siswa Terhadap Jiwa Berwirausaha Siswa. *Economic Education Analysis Journal*, 7(3), 976–991. <https://doi.org/10.15294/eeaj.v7i3.28333>
- Sari, Ema. Indira., Sukardi, Ismail., & Syarnub, Syarnubii. (2020). Hubungan Antara Pemanfaatan Internet Sebagai Media Pembelajaran Dengan Motivasi Belajar Siswa Pada Mata Pelajaran Akidah Akhlak Di Madrasah Tsanawiyah Negeri 1 Palembang. *Jurnal PAI Raden Fatah*, 2(2), hlm 205.
- Sukirman, Sukirman, Baiti, Masnun., & Syarnubi, Syarnubi. (2023). Konsep Pendidikan menurut Al-Ghazali. *Jurnal PAI Raden Fatah*, vol 5(3), 451–469.
- Sukirman, Sukirman., Masnun, Baiti., & Syarnubi, Syarnubi. (2023). Pendidikan Agama Islam dan Isu Kekerasan dalam Hak Asasi Manusia. *Jurnal PAI Raden Fatah*, 5(2), 433–448.
- Sutarmizi, Sutarmizi., & Syarnubi, Syarnubi. (2022). Strategi Pengembangan Kompetensi Pedagogik Guru Rumpun PAI di MTs Mu'alimunislamiyah Kabupaten Musi Banyuasin. *Tadrib*, 8(1), 56–74.

- Syarnubi, Syarnubi. (2019a). Guru Yang Bermoral Dalam Konteks Sosial, Budaya, Ekonomi, Hukum Dan Agama (Kajian Terhadap UU No 14 Tahun 2005 Tentang Guru Dan Dosen). *Jurnal PAI Raden Fatah*, 1(1).
- Syarnubi, Syarnubi. (2019b). Profesionalisme Guru Pendidikan Agama Islam Dalam Membentuk Religiulitas Siswa Kelas IV di SDN 2 Pengayaran. *Tadrib: Jurnal Pendidikan Agama Islam*, 5(1), 89.
- Syarnubi, Syarnubi. (2020). Pendidikan Karakter pada Madrasah Aliyah Negeri 3 Palembang. *PhD Diss., UIN Reden Fatah Palembang*.
- Syarnubi, Syarnubi., & Ahmad Syarifuddin Sukirman Sukirman. (2023). Curriculum Design for the Islamic Religious Education Study Program in the Era of the Industrial Revolution 4.0. *AL-ISHLAH: Jurnal Pendidikan Islam*, 15(4).
- Syarnubi, Syarnubi., Alimron, Alimron., & Muhammad, Fauzi. (2022). *Model Pendidikan Karakter di Perguruan Tinggi*. CV. Insan Cendekia.
- Syarnubi, Syarnubi., Fauzi, Muhammad., Anggara, Baldi., Fahiroh, S., Mulya, A. N., Ramelia, D., Oktarima, Y., & Ulvya, I. (2023). Peran Guru Pendidikan Agama Islam dalam Menanamkan Nilai-Nilai Moderasi Beragama. *Prosiding Seminar Nasional*, vol 1(1), 113.
- Syarnubi Syarnubi. (2016). Manajemen Konflik dalam Pendidikan Islam dan Problematika: Studi Kasus di Fakultas Dakwah UIN-Suka Yogyakarta. *Tadrib: Jurnal Pendidikan Agama Islam*, 2(1), 151–178.
- Syarnubi Syarnubi. (2022). Penerapan Paradigma Integrasi-Interkoneksi dalam Peningkatan Mutu Lulusan. *Jurnal PAI Raden Fatah*, 4(4).
- Syarnubi Syarnubi. (2023). Hakikat Evaluasi dalam Pendidikan Islam. *Jurnal PAI Raden Fatah*, 5(2), 468–486.
- Syarnubi, S., Efriani, A., Pranita, S., Zulhijra, Z., Anggara, B., Alimron, A., ... & Rohmadi, R. (2024, April). An analysis of student errors in solving HOTS mathematics problems based on the newman procedure. In *AIP Conference Proceedings* (Vol. 3058, No. 1). AIP Publishing.
- Syarnubi, S., & Fahiroh, S. (2024). Shame Compensation in Islamic and Psychological Perspectives. *Tadrib: Jurnal Pendidikan Agama Islam*, 10(1), 12-31.
- Syarnubi. (2024). *Filsafat Pendidikan Islam Suatu Pengantar Untuk Memahami Filsafat Pendidikan Islam Lebih Awal*. CV. Penerbit Anugrah Jaya. <https://doi.org/9786235438436>
- Suarningsih, N. L. A., & Rasmini, N. K. (2021). Pendidikan, Lingkungan Keluarga dan Penggunaan Instagram terhadap Minat Berwirausaha Mahasiswa. *E-Jurnal Akuntansi*, 31(2), 438. <https://doi.org/10.24843/eja.2021.v31.i02.p14>
- Sukirman, Masnun Baiti, & Syarnubi. (2023). Pendidikan Agama Islam Dan Isu Kekerasan Dalam Hak Asasi Manusia. *Jurnal PAI Raden Fatah*, Vol. 5(No. 2), 433–448. <https://doi.org/10.19109/pairf.v5i2>
- Ulfah, F., & Irianto, a. (2020). Pengaruh Karakter Wirausaha, Minat Berwirausaha dan Lingkungan Keluarga Terhadap Aktivitas Berwirausaha Mahasiswa Universitas Negeri Padang. *Jurnal Ecogen*, 3(1), 74–86.
- Wahyudiono, A. (2017). Pengaruh Pendidikan Kewirausahaan, Pengalaman Berwirausaha, Dan Jenis Kelamin Terhadap Sikap Berwirausaha Pada Mahasiswa Fakultas Ekonomi Universitas Muhammadiyah Surabaya. *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 4(1), 76. <https://doi.org/10.26740/jepk.v4n1.p76-91>
- Wulandari, L. S. W., & Winarso, B. S. (2019). Pengaruh Lingkungan Keluarga, Kepribadian, Dan Pendidikan Kewirausahaan Terhadap Motivasi Berwirausaha. *Jurnal Inspirasi Bisnis Dan Manajemen*, 6, 274–282.
- Wulandari, Yuniar., Misdar, Muh., & Syarnubi, Syarnubi. (2021). Efektifitas Peningkatan Kesadaran Beribadah Siswa MTS Al-Furqon Pampangan Kecamatan Pampangan Ogan Komering Ilir. *Jurnal PAI Raden Fatah*, 3(no.4), 406.
- Yanti, Santi. Hajri., Hawi, Akmal., & Syarnubi, Syarnubi. (2021). Pengaruh Penerapan Strategi Firing Line Terhadap Pemahaman Siswa Pada Mata Pelajaran Pendidikan Agama Islam Kelas VII di SMP N Sukaraya Kecamatan Karang Jaya Kabupaten Musi Rawas. *Jurnal PAI Raden Fatah*, vol

3(1), 55–65.

- Yanti, A. (2019). Pengaruh Pendidikan Kewirausahaan, Self Efficacy, Locus of Control dan Karakter Wirausaha Terhadap Minat Berwirausaha. *Maneggio: Jurnal Ilmiah Magister Manajemen*, 2(2), 268–283. <https://doi.org/10.30596/maneggio.v2i2.3774>
- Zega, E. P. R. J., Indrawati, H., & Asmit, B. (2023). Pengaruh Karakteristik Wirausaha dan Lingkungan Eksternal pada Keberhasilan Usaha di Era Pandemi Covid-19. *PERWIRA - Jurnal Pendidikan Kewirausahaan Indonesia*, 6(1), 27–41. <https://doi.org/10.21632/perwira.6.1.27-41>