

**THE INFLUENCE OF FORMAL AND NON FORMAL EDUCATIONS, ETHNIC,
GENDER, PARENTS' JOB AND BUSINESS ENVIRONMENT ON
ENTREPRENEURIAL ATTITUDES OF HIGH SCHOOL STUDENTS IN EAST JAVA
PROVINCE**

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ABSTRACT

Purpose – The influence of formal and non formal educations, ethic, gender, parents' job and business environment on entrepreneurial attitudes of high scholl students in east java. These terms have also long become topics of high interest in both vocation academic and practice.

Design or methodology or approach – The authors undertook a content analysis carrying out on 200 respondents, which led to direct communication with students of high school.

Findings – This study finds, there is correlation between independent variables and dependent variables is the most important factor to entrepreneurial attitude. By using t test stated that independent variable like Formal Education (X1), Non Formal Education (X2), Ethnic (X3), Gender (X4), Parents Job (X5), Business Environment (X6) - each has a partial and significant influence on Entrepreneurial Attitude (Y). Independent variables in the F test can be concluded that it has influence simultaneously on Entrepreneurial Attitude (Y).

Research limitation/implication – This study is limited to ethnics of Java, Madura, Padang, Arab and Tionghoa in East Java.

Keywords: Formal education, non formal education, ethnic, gender, parents job, business environment, entrepreneurial attitude

INTRODUCTION

Indonesia's labor force in August 2015 was estimated to reach 122.4 million people. This number was decreasing by 5.9 million people February 2015 and growing by 510 thousand people compared in August 2014. The employment in August 2015 reached 114.8 million people, going down 6.0 million in comparison to 2015. The number of open unemployment rate in August 2015 was 6.18% higher than that of February 2015 (5.81%) and in August 2014 (5.94%).The weakening of labor absorption in some industrial sectors has resulted in increasing unemployment rate. Central Bureau of Statistics (BPS, 2015) reported the number of

unemployment in Indonesia in August 2015 reached 7.56 million people. About 320 thousand people increased compared with the same period last year, 7.24 million people. In August 2015, open unemployment by education was dominated by 12.65% from Vocational High School (SMK), followed by 10.32% from of high schools, 7.54% from Diploma degrees, 6.40% from Bachelor degrees, 6.22 % from high schools and 2.74% from elementary schools. If the people are well-nurtured, their entrepreneurial attitude will improve. This becomes reliable national assets that are able to compete in the global market. From the employment aspect, there is an enormous opportunity for job seekers due to a lot of available jobs demanding for diverse skills. In addition, having good access to work overseas becomes easier than before. MEA has also proven to be a good opportunity for entrepreneurs to find best workers in accordance with the desired criteria.

However, this can raise the employment risk in Indonesia. Viewed from the perspective of education and productivity, Indonesia is still unable to compete with workers from Malaysia, Singapore and Thailand. Industries in Indonesia itself have been ranked the fourth in ASEAN. The existing unemployment problems are in fact unseparable with low human resource quality as indicated by low education and inadequate skills. The number of Indonesian workers in February 2014 reached 125.3 million people, including 11.2 workers. However, the quality of education of the workers was relatively poor. The majority of Indonesian workers had primary school education and they mostly worked in informal sectors. This fact unfavorable condition was due to the lack of adequate entrepreneurial expertise. If people have entrepreneurship skills, they are likely to manage production producing goods and services. These can benefit the whole community (Danuhadimedjo, 1998: 11 and Todaro, 2000).

The reality is not easy to create a vibrant community environment with entrepreneurial attitude. Nowadays, our entrepreneurs are still small in number, and most of them are from Chinese descents. The latter has dominated 70% of all entrepreneurial sectors in Indonesia (Noor, 1999). Entrepreneurship can contribute to economic development, and it is considered as one of the important variables to enhance the progress of a nation (Thomas and Mueller, 2000: 288). David Mc' Celland mentioned a State can be prosperous if at least 2% of its population are entrepreneurs.

Another important factor causing small numbers of of entrepreneurs is related to the education system which has recently produced technical skills. In fact, these kinds of skills have not been in big demands by the State (Danuhadimedjo, 1998: 11). People with these skills can show excellent work performance. Moreover, they also hardly have creative and innovative breakthroughs which become the characteristics of entrepreneurial attitudes. The process of education has serious impacts on students' views and behavior.

Student's different cultural background should be regarded as strength. This should challenge the teachers. Culture affects the way students interact and construct their knowledge. Therefore, the process of entrepreneurship education should be able to reflect students' real conditions in the society (Joyce and Weil, 1996: 56). Education has to facilitate students to have meaningful learning activities in the classroom. The approach that serves as the best tool for teachers to improve their students' learning outcomes (Barba, 1998: 13-14) is called Contextual Teaching and Learning (DEPDIKNAS, 2002: 4-8). This approach can help shy students study the business (entrepreneurship) properly. The shortage of competence teachers teaching business (entrepreneurship) is another factor that causes the current problems. Most teachers have never for education about entrepreneurship (Fraedrick and Guerts, 1990: 89).

The current learning process at schools give little emphasize on students' different cultures. In addition to inexperienced teachers, the current learning process still focuses on a cognitive aspect. Meanwhile, the affective aspect has been left unattended (Burden and Byrd, 1999: 256). Effective and efficient learning process should be developed to integrate cognitive, affective and psychomotor aspects. With appropriate learning designs, entrepreneurial attitude can be taught. The students are trained to have positive views of entrepreneurship. It is a discipline that studies the values, abilities and behavior of someone facing the challenges of life to obtain opportunities with various risks (Suryana, 2001: 2)

Literature Review

Understanding Entrepreneurship

Entrepreneurship refers to the nature, character, and attributes of a person who has a strong willingness to realize innovative ideas in the real world. People with entrepreneurship skills are able to develop innovative ideas (Suryana, 2003). According to Ciputra and Tanan (2012), an entrepreneur is someone who can turn waste into gold. Ciputra and Tanan (2012) mention an entrepreneur is able to maximally utilize all existing resources such as human and natural resources creatively and innovatively. They also can create useful products or service for the society. Nielsen and Klyenr (2012) mention entrepreneurial is the ability to identify emerging opportunities and capture those opportunities and take advantage of them.

Entrepreneurial Attitude

A boobaker et al. (2015) stated the research conducted in a university in the United States highlighted that gender, educational level and parents who own businesses and a personal proactive attitude contribute towards influencing entrepreneurial attitudes. The concept of entrepreneurial attitude may cover several areas such as the concept of entrepreneur attitudes, structures, dimensions, objects and attitude formation, and their characteristics. Some indicators of entrepreneurial attitude and other variables are measured in relation to entrepreneurial attitude

of the students. Crant (1996) found that entrepreneurial attitudes could be linked to an individual consideration of owning a business. Studies also conclude that entrepreneurial attitudes could also be referred to individual levels of entrepreneurial attitudes to establish and foster new firms. Also, entrepreneurial attitudes tended to rely on the need for autonomy, internal locus of control, creativity, risk taking and self-believe (Caird, 1988 and Mazzorol et al., 1999). Entrepreneurial attitude shows that cognition will answer questions what is expected or perceived about the object of entrepreneurship, is characterized by the confidence of an entrepreneur that self-confident, task-oriented and result-oriented, risk-taking and likes to challenge, leadership, originality, forward-oriented entrepreneurs show meaningful (Soegoto, 2009 in Octavia, 2015)

Understanding of Attitude

According to Notoatmodjo (2003: 29) attitude refers to certain responses consistent with social objects. Rosmiati et al. (2015) attitude is a mental or emotional readiness in some kind of action on something appropriate. It can also be interpreted as something learned and how individuals react to situations and determine what is sought in life. This indicates that an attitude is a set of consistent responses to social objects. Notoatmodjo (2003: 124) suggests attitude is a close reaction or response made by someone to react to stimulus or objects. According to Eagle and Chaiken (1993) in Wawan and Dewi (2010: 20), attitudes can be positioned as a result of an evaluation of attitude objects expressed in cognitive, affective and behavioral processes. The definitions above show that attitude consists of cognitive, behavioral and emotional components.

Components of Attitude

Azwar (2011: 23) mentions attitude consists of 3 components that support each other such as (a) cognitive component. It is a representation of what is believed by the individual who owns an attitude. The cognitive component consists of stereotyped beliefs owned by the individual on something to handle problems. This takes place especially when certain issues or controversial issues challenge them. (b) Affective component is a feeling that concerns the emotional aspect. It is this emotional aspect which is usually deeply rooted as a component of attitude. It is the most persistent aspect that influence and change one's attitudes. Affective component has something to do with one's feelings toward something. (c) The conative component is an aspect that concerns certain behavioral tendency according to the attitude possessed by someone. This aspect contains the tendency or predisposition to act or react to something in certain ways.

According to Dobra and Găman (2011), the change can be really effective only if there is a change of attitude. While Elias (2009), attitudes towards organizational change may be defined as an employee's overall positive or negative evaluative judgment of a change initiative

implemented by their organization. But the relationship between attitudes toward organizational change, commitment, and job satisfaction has been handled by few studies (Iverson, 1996; Yousef, 2000).

Attitude Formation

Azwar (2008: 30-38) mentions there are 6 factors influencing the formation of attitudes. (1) Personal factors are what we have and are experiencing will shape and influence our appreciation of social stimulus. (2) The influence of others refers to people who are considered important. They are around us who influence our attitudes. They can be people who are considered important; people who give assessment on our behavior and opinion; people who do not want us to disappoint or people who are special to us. They influence the formation of our attitude towards something. (3) Cultural factors refers to the culture in which we live and grow. They have a major influence on the formation of our attitudes. Cultural environment is an environment related to human creations regardless of concrete or abstract things such as objects, science, technology or rules-rules, institutions and customs and others. (4) Mass media factors is a means of communication. There are various forms of mass media such as television, radio, newspapers, magazines and others. They have a major influence in the formation of opinions and beliefs. The existence of new information about something provides a cognitive foundation for the formation of attitudes toward it. (5) Educational factors refer to educational institutions and religious institutions as a system that has influence in the formation of attitudes. It is because they lay the basis of understanding and moral concepts to individuals. People may become individual entities and social beings. They are the creatures of divinity. (6) The influence of emotional factors are influenced by the circumstances of the environment and personal experience of a person. An attitude is a statement based on functioning emotions that serves frustration channel or ego's defense mechanisms.

Formal Education

Referring to the National Education System Act No. 20 of 2003, formal education is defined as a structured and hierarchal education that consists of primary, secondary, and higher education. Another definition is that a formal education program refers to a process of training and developing people's knowledge, skills, mind, and character in a structured and certified program. Formal education is also referred to as the schooling system (Sutjipto, 2005). According to Law Number 20 in 2003 regarding Education System National, formal education is a structured and tiered educational path that consists of basic education, secondary education, and higher education. Formal education corresponds to a systematic, organized education model, structured and administered according to a given set of

laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology. Formal education has a well-defined set of features , contents is Systematized knowledge and categories of activities is formal activities (Simona and Nicoleta, 2014)

Non-Formal Education

Non-formal education or out-of-school education is an educational institution that moves outside the formal schooling system in a society (Syamsi, 2010). Philip H.Coombs in Joesoef (1992: 50) argues that non-formal education is any organized educational activity organized outside the formal system, either alone or part of a broad activity, intended to provide services to a particular educational target in achieve learning goals. This education is intended to build values or practical skills. After having non-formal education, people have to put their knowledge into practice. Learning entrepreneurship can also be done in the form of non-formal education. This type of education is practical and open to anyone. The curriculum is flexible that is tailored to meet the needs of learners. Non-formal education can be obtained through seminars, courses, training or training, workshops and so on. According to Simona and Nicoleta (2014) , non-formal education characteristics are found when the adopted strategy does not require student attendance, decreasing the contacts between teacher and student and most activities take place outside the institution -as for instance, home reading and paperwork. Educative processes endowed with flexible curricula and methodology, capable of adapting to the needs and interests of students, for which time is not a pre-established factor but is contingent upon the student's work pace, certainly do not correspond to those comprised by formal education , contents special knowledge and categories of activities are : (1) outside class (olympics, thematic circles), (2) outside school (performances, trips, conferences –other activities) (3) after getting a job (lifelong learning activities)

Ethnic.

Phinney's opinion is in line with that of cross-cultural psychologist Weinreich (1986) who argues that ethnic identity is not a static process but subject to change. It varies according to certain social contexts. Barth (1988) says ethnicity is a human nature for such aspects as race, religion, national origin and combination are bound to cultural value system. Koentjaraningrat (2004) interprets the ethnic as a social group or unity of human life whose system are interacted. The norm of system governs the interaction. There is a continuity and sense of identity that unites all of members of the society, and it also has its own leadership system. For example, individuals can avoid certain situations, in which their identities are challenged, threatened, humiliated, and punished (Weinreich and Saunderson, 2003). More specifically, Vitell et al. (2001) focus on

personal differences such as locus of control, innovativeness, need for achievement, etc. These elements result in differences in students' attitudes and abilities in performing marketing and business subjects. This is reinforced by the results of Erickson's research who studied the change of attitudes of minority students in schools. They experienced a failure because their teachers paid little attention to cultural factors (Savage and Armstrong, 1996: 355)

Gender

According to Lips (1993) in Setiawan (2015), gender is an cultural expectations for women and men. While gender, according to Echols and Shadily (1976), refers to sex. It is an inherent trait which socially and culturally are constructed and applied to men and women (Fakih, 1999). It is clear that these distinctions not only refer to differences biological but also include socio-cultural values. Gender factors can influence career choices to be entrepreneurs (Lestari and Trisnadi, 2012). Difference in the function and role that men and women take take place because of social construction, not because of sexes. Gender can change from time to time according to the society construction concerning position of role of man and woman. The findings of cognitive psychological literature research and marketing suggest that gender is one of the individual level factors that can affect performance that requires judgment in various task complexities (Pasanda and Natalia, 2013).

Parents' Job

Family background (Joyce and Weil, 1996: 59) affects the learning quality. In addition to instructional tools, internal and external factors can affect students' mathematics learning outcomes (Slameto, 2003: 54) is The status of the parents' job is one of the external factors. According to Caecili (2012) in Setyowati (2013) , a family environment that can influence a person to become an entrepreneur can be seen in terms of the job factor of the parents. This parents job factor may affect student interest in entrepreneurship as expressed. Parents' job is often seen that there is influence from parents who work alone and have their own business then tend to be his son will become entrepreneurs (Alma, 2010 in Setyowati, 2013)

Business Environment

Student's learning environment includes school environment, family environment, and community environment. According to Sertain (American Psychologist) in Hasbullah (2011: 32), environment includes conditions and surrounding which affect behavior, growth, development or life processes in some ways. Slameto (2003: 71) says the life of a community around students affects their learning quality. If a student lives in an uneducated and bad habit, this environment will have a negative impact on them. On the contrary, if children live in a good environment with has living habits, this environment will impart good impacts on them. In addition to the

residential environment, learning facilities also have an important role to improve students' achievement. An environment or an organization can support an entrepreneur to dare to act in their start-up business execution (Kander, 2014). While the results of researches Ibrahim and Ina. (2015), that business environment has a significant effect on organization performance. The results of the theoretical evidence from this study can be used to solve problems that occurs the business environment and the organization performance. The organization performance can be improved through increases in the business environment.

Research Methods

Population and Sample

Kuncoro (2013) mentions a population refers to a group of research elements that have the smallest unit functioning as data source. Some elements serve as analytical units as long as data collection is drawn from respondents. The portion of the population as source data is called samples (Sugiyono, 2013). The sampling technique of this present study is a purposive sampling with non probability sampling approach. Each sample is chosen based on the specific needs (Kuncoro, 2013).

Test Validity and Reliability

A measurement scale has to be valid and measure what it is intended to measure Kuncoro, 2013: 172). This research employed Pearson Product Moment for a validity test. If the value of each statement or statement reached the significant value of 0.05, the statement is considered valid. Reliability shows the consistency and stability of measurement scale (Kuncoro, 2013: 175). The reliability of this study was measured using Cronbach's. If the reliability value is < 0.06 , then the instrument of this present study was considered unreliable. The reliability of the present study was set to have Cronbach Alpha value > 0.60 or Cronbach Alpha $>$ Cronbach Alpha if Item Deleted (Sunnyoto, 2011: 68)

Result and Discussion

Model Analysis of Research

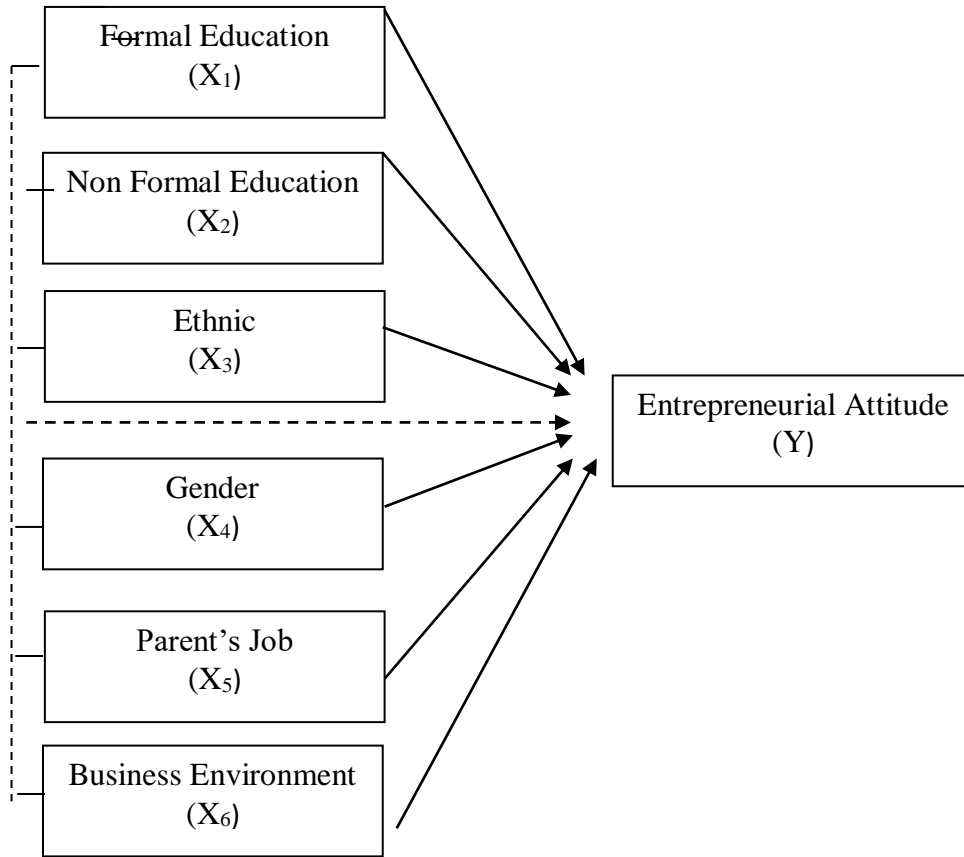


Figure 1. Conceptual of Research

Data Analysis

Table 1. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.679	1.807		1.483	.140
	Formal Education X1	-.381	.169	-.316	-2.252	.025
	Non Formal Education X2	.372	.088	.270	4.207	.000
	Ethnic X3	-.316	.135	-.155	-2.336	.021
	Gender X4	1.316	.288	.820	4.560	.000
	Parent Job X5	-.274	.267	-.165	-2.526	.030
	Business Environment X6	.290	.190	.268	3.528	.028

a. Dependent Variable: Entrepreneurial Attitude Y

In accordance with the purpose of research, SPSS program (Santoso, 2010) and analysis was used to find out how varied independent variables were. The independent variables of this present study included Formal Education (X₁), Non Formal Education (X₂), Ethnic (X₃), Gender (X₄), Parent’s Job (X₅), Business Environment (X₆) and Entrepreneurial Attitude (Y). As for multiple linear regression analysis, the equations were formulated:

$$Y = 2.679 - 0.381 X_1 + 0.372 X_2 - 0.316 X_3 + 1.316 X_4 - 0.274X_5 + 0.290 X_6 + \epsilon$$

The interpretation of regression coefficient for each variable is as follows:

1. Gender (X₄), has the most dominant value of 1.316, when compared with other variables.
2. For variables of Formal Education (X₁), Ethnic Variables (X₃), and Business Environment Variables (X₆), the three variables have negative values, negative coefficient means that there is a negative relationship between variables: Formal Education, Ethic and Business Environment on Entrepreneurial Attitude , the higher the value of these three variables, the more decreasing the Entrepreneurial Attitude.
3. While the variable Non Formal Education (X₂) and positive value coefficient means there is a positive relationship between variables: Non Formal Education on Entrepreneurial Attitude, the higher Non Formal Education, then also high Entrepreneurial Attitude.

Simultaneous Test (F Test)

F statistic test was performed to test whether the independent variable had significant effects on the dependent variable simultaneously. The results of the F test can be seen in Table 2 below.

Table 2. Anova

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3399.314	6	566.552	32.364	.000 ^a
	Residual	3378.561	193	17.505		
	Total	6777.875	199			

a. Predictors: (Constant), Business Environment X₆, Non Formal Education X₂, Ethnic X₃, Parent Job X₅, Formal Education X₁, Gender X₄

b. Dependent Variable: Entrepreneurial Attitude Y

Based on the Anova or F Test Test, F value was 32.364 with a significance level of 0.000. Since the significance of 0.000 was much smaller than 0.05, and this regression model can be used to predict Entrepreneurial Attitudes.

Partial Test (t test)

The statistic t test shows how much independent variable had partially influence on dependent variable (see Table 1)

The hypothesis used is:

Table 1 shows that all independent variables such as Formal Education (X₁), Non Formal Education (X₂), Ethnic (X₃), Gender (X₄), Parents Job (X₅) and Business Environment (X₆) had significant effects on Entrepreneurial Attitudes (Y).

Table 3. Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.708 ^a	.502	.486	4.184

a. Predictors: (Constant), Business Environment X6, Non Formal Education X2, Ethnic X3, Parent Job X5, Formal Education X1, Gender X4

Coefficient of Determination (R²)

The Coefficient of Consolidated (R²) essentially measured how much the ability of independent variables was ablt to explain the variation of variable dependent variable (Latan and Temalgi, 2013: 80). Based on Table 3, the Coefficient of Consolidation (R²) was 0.708 indicating that Formal Education (X₁), Non Formal Education (X₂), Ethnic (X₃), Gender (X₄), Parents Job (X₅) and Business Environment ((X₆) was 70.80% and the remaining 29.20% were influenced by other variables that this research has not covered.

Conclusion

From the results of research can be concluded from the overall this thesis as follows:

1. Regression coefficient analysis can be concluded that the independent variables have a positive relationship to the dependent variable. While the coefficient of determination (R²) concluded that the Entrepreneurial Attitude (Y) is influenced by Formal Education (X₁),

Non Formal Education (X_2), Ethnic (X_3), Gender (X_4), Parents Job (X_5), Business Environment (X_6).

2. Independent variables in the F test can be concluded that it has influence simultaneously on Entrepreneurial Attitude (Y).
3. Then from result of hypothesis by using t test stated that independent variable like Formal Education (X_1), Non Formal Education (X_2), Ethnic (X_3), Gender (X_4), Parents Job (X_5), Business Environment (X_6) - each has a partial and significant influence on Entrepreneurial Attitude (Y).

Research Further.

For further research it is suggested that: (1) use the same variables but the specific responses of Vocational High School (SMK) and (2) the chosen parents job which is special for business (3) for ethnic choose one that is ethnic Javanese.

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