The Influence of Entrepreneurship Subjects, Entrepreneurial Motivation, Family Support for Entrepreneurial Decision Making in Pusmanu Polytechnic Office Administration Students

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Abstract

Based on the 2015-2024 population projection from the 2015 inter-census population survey (Supas) the population growth of Indonesia until 2020 will reach 269.6 million people consisting of 135.34 million men and 134.27 women. A total of 66.07 million people fall into the category of unproductive age (0-4 years), 185.34 million are productive age groups (15-64 years) and as many as 18.2 million people are already unproductive age population. Based on these data, the rapid population growth and the increasing number of workers must be balanced with the number of available jobs, one solution that can help the number of available jobs is by entrepreneurship and can reduce the unemployment rate, so that the support of factors the underlying factors of entrepreneurship interest must be raised, namely the knowledge of entrepreneurship subjects, entrepreneurship motivation, and support from the family. For this reason, a study was conducted on students at the Pusmanu Polytechnic Office Administration Study Program to find out how far they had entrepreneurial decisions with these three factors. Methods of data collection using questionnaires and using quantitative analysis using SPSS. Based on a questionnaire from 50 respondents, the results show that entrepreneurship subjects have a significance value of 0.117, which means there is no significant effect of entrepreneurship subjects on entrepreneurial decision making, while the significance value of entrepreneurship motivation variable is 0,000 because the Sig. 0,000 <probability 0.05 which means that there is a significant effect of entrepreneurial motivation on entrepreneurial decision making and the significance value of family support variables is 0.023. Which means it has a significant influence on family support for entrepreneurial decision making.
Keywords: entrepreneurship subjects, motivation, family support, decision making

1. INTRODUCTION

Indonesia's population growth continues to grow every year until 2020 will reach 269.6 million people consisting of 135.34 million men and 134.27 women based on the 2015-2045 population projection results of the inter-census population survey (Supas) 2015. 66.07 million people are in the category of unproductive age (0-4 years), then 185.34 million people are in the productive age group (15-64 years) and as many as 18.2 million people are residents who are no

longer in age. productive (Budy Kusnandar, 2019). Based on these data, the rapid population growth and increasing number of workers must be balanced with the number of available jobs.

The biggest challenge faced today is the increase in unemployment rates from various educational backgrounds ranging from lower education to higher education. Based on data from the Central Statistics Agency (BPS) of Central Java Province on Labor Conditions in Central Java Province August 2019 No. 78/11/33 / Th. XIII, 05 November 2019 (Badan Pusat Statistik Provinsi Jawa Tengah, 2019) explained that the number of labor force in Central Java in August 2019 was 18.26 million people, an increase of 0.20 million compared to August 2018. In line with that the Participation Rate of Work Rate (TPAK) of 68.62%. In the past year, unemployment has increased by an estimated 5,000 people in absolute terms, but the increase in unemployment is much lower than the number of people working. As a result, the Open Unemployment Rate (TPT) decreased by 0.02% compared to August 2018 to 4.49% in August 2019. While the Central Java TPAK and TPT by Regency / City for the period of August 2018-2019 for the Pekalongan Regency region were 70.90% (TPAK) and 4.43% (TPT).

Napitupulu (Latifah, 2013) states that as many as 82.2% of college graduates work as employees. College graduates tend to be job seekers and very few are job creators. In line with the results from the Central Statistics Agency (BPS) of Central Java Province on the State of Employment of the Province of Central Java in August 2019 No. 78/11/33 / Th. XIII, 05 November 2019 (Badan Pusat Statistik Provinsi Jawa Tengah, 2019) stated that of the entire population of Central Java Province who worked in August 2019 with the main employment status still dominated by workers as Workers / Employees / Employees (38.35%) who tends to increase compared to the condition of the past year which is equal to 35.49% while the status of own business is recorded at 18.98%. And the highest TPT was recorded by the population with vocational high school education at 10.16% and followed by Higher Education at 9.2%.

At present, limited job growth requires university graduates to equip themselves with knowledge to create employment. The science in question is the science of entrepreneurship. With this science of entrepreneurship, a mindset is created in the graduates of tertiary institutions to not only be oriented to looking for work but to realize that there are other attractive options besides looking for

work, namely creating jobs. In the same time period, the choice to create employment has proven to generate greater income than the choice of a career, looking for work or becoming an employee. Of course this can be achieved if students are equipped with knowledge, insight, skills, mindset, strategy, and qualified tactics, namely smart entrepreneurship not just hard work (Hendro, 2011).

According to the Small Business Administration (Boone & Kurtz, 2002) about 30% of the population of the United States always "think of owning a business" and 4% of the entire working-age population of around 7 million people are actively involved in establishing new businesses at certain times. Since the early 1980s, there has been an increase in interest in becoming entrepreneurial as a career path. People who choose these career paths for various reasons. Reasons that are often cited are the desire to be your own boss, get financial success, get a sense of security at work, and improve quality of life (Boone & Kurtz, 2002). Therefore, most universities in Singapore, Malaysia, America and others have made entrepreneurship an important subject, some even make it a compulsory subject (Hendro, 2011).

Seeing this phenomenon is one of the efforts of universities to reduce the increasing unemployment by educating students and preparing graduates to become entrepreneurs. To foster entrepreneurial motivation and decision making to become entrepreneurs, students must be equipped with knowledge and skills in the field of entrepreneurship. Therefore, all students are required to take entrepreneurship subjects. Entrepreneurship subjects are subjects that shape entrepreneurial character or at least increase student knowledge about the ins and outs of business, both in terms of soft skills and hard skills so that students are able to take advantage of opportunities around them in creating independent businesses after graduation or while still in college. Conecker, Moore and Petty (Poerwanto, 2018) define entrepreneur as a decision maker who helps establish a free enterprise economic system. Most are driving change, innovation and progress. According to him, the economy in the future will be driven by entrepreneurs, namely people who have the ability to take risks and accelerate economic growth.

Pusmanu Polytechnic is a Higher Education Institution in Pekalongan that has the responsibility in preparing graduates who are superior and competitive, this is

in line with the vision held by Pusmanu Polytechnic which is organizing professional education oriented to mastery of management in the world of work and or having entrepreneurial skills. And referring to the mission of the D-III Office Administration Study Program that is to foster and enhance the entrepreneurial spirit of creativity. So Higher Education must be able to form graduates who have the soul and entrepreneurial skills by providing a forum for students to develop their expertise in the field of entrepreneurship and help motivate students for decision making in entrepreneurship. In its development, because entrepreneurship needs to be transmitted, entrepreneurship needs to be learned and taught. Therefore, entrepreneurship courses are compulsory subjects in the D-III Study Program in Pusmanu Polytechnic Office Administration which are useful for improving knowledge and skills in the field of entrepreneurship. With the soft skills and hard skills possessed by students, they are expected to be independent, not only being a worker but also being able to create jobs for others. In addition, the subject of entrepreneurship becomes a medium to foster entrepreneurial motivation that is instilled as early as possible as their first step to entrepreneurship.

Family support has a very important role in fostering confidence, hope and decision making in a child's career plan in the future. A conducive family environment will increasingly convince and encourage them to foster entrepreneurial motivation and decision-making for entrepreneurship. Conversely, if family members do not provide support to them then they cannot get the help needed through the existence of a family. Many obstacles are found in making entrepreneurial decisions on students one of which is family support, where the stigma that has formed in the family environment that after graduating from college must get a job in accordance with the diploma it has, resulting in decreased entrepreneurship motivation in students.

Based on this background, the researchers took the title "The Influence of Entrepreneurship Subjects, Entrepreneurial Motivation, Family Support for Entrepreneurial Decision Making in Students of the Pusmanu Polytechnic Office Administration Study Program".

2. METHODOLOGY

The author uses the type of explanatory in this study, explanatory research (Dwi Anjarini, 2018) is a study that aims to analyze the relationships between one variable with another variable or how one variable influences other variables, namely the analysis of a linkage model between Entrepreneurship Subjects, Motivation Entrepreneurship, Family Support for Entrepreneurial Decision Making. The objects of this study were 50 D-III students at the Pusmanu Polytechnic Office Administration who had received Entrepreneurship courses.

Data collection was carried out by distributing questionnaires to respondents consisting of a number of statements regarding the Entrepreneurship Subjects, Entrepreneurial Motivation, Family Support and Entrepreneurial Decision Making, the questionnaire was measured using a Likert scale and the data analysis technique used in this study was SPSS. This study uses a quantitative approach.

3. LITERATURE REVIEW

3.1 Entrepreneurship Subjects

Entrepreneurship (Poerwanto, 2018) is a science discipline that studies the values, abilities, and behavior of a person in facing life challenges and how to obtain opportunities with various risks that may be faced. Entrepreneurship is the result of a discipline, process, systematic application of creativity and innovation in meeting the needs of opportunities in the market.

According to Buchari, entrepreneurship subjects are given in the form of public lectures, or in the form of concentrations of study programs. Some of the subjects provided aim among others (Alma, 2011) :

1. Understand what is the role of companies in the economic system
2. The advantages and disadvantages of various forms of the company
3. Knowing the characteristics and processes of entrepreneurship
4. Understand the product planning and product development process
5. Able to identify business opportunities and create creativity and form cooperative organizations
6. Able to identify and search for sources
7. Understand the basics: marketing, financial, organization, production
8. Able to lead a business, face the challenges of the future

According to Kurnia Dewi, et al (Dewi et al., 2019) suggested that entrepreneurial learning materials can motivate entrepreneurship, learning

methods that can foster entrepreneurial interest, the ability of teaching staff that can foster entrepreneurial interest, and direct experience that can foster entrepreneurial interest. The purpose of entrepreneurship learning should be to provide students with supplies through 3 dimensions, namely aspects of managerial skills, production technical skills, and personality development skills.

3.2 Entrepreneurial Motivation

According to Malayu (Hasibuan, 2016) motivation comes from the Latin word "movere" which means encouragement or driving force. Vroom (Mujibul & Hakim, 2019) defines motivation as a process that determines the choice between several alternatives of voluntary activities.

According to Uno (B. Uno, 2014) motivation that arises due to intrinsic factors and extrinsic factors has indicators of the desire and desire to succeed, there are encouragement and needs in entrepreneurship, the existence of future goals, the existence of rewards in entrepreneurship and the existence of interesting activities in entrepreneurship. The same thing with Herzberg's opinion (Riyadi & Mulyapradana, 2017) developed a content theory known as the two-factor motivation theory namely intrinsic and extrinsic factors.

3.3 Family Support

Friedman (Fradani, 2016) argues that family support is the acceptance of family in the family. The family also functions as a support system for its members and family members see that people who are supportive are always ready to provide help with assistance if needed. The indicators used are from Friedman (Fradani, 2016) as follows:

a. Assessment Support

Students have parents who can talk about their problems or plans for the future, this happens through the expression of positive expectations of students to parents in the form of encouragement or approval of ideas.

b. Instrumental Support

This support includes providing parents support both morally such as services and material in the form of tangible assistance such as financial assistance.

c. Informational Support

This type of support includes communication networks and shared responsibilities, including providing solutions to problems, providing advice, direction, suggestions or feedback about what students are doing.

d. Emotional Support

Emotional support gives students a feeling of comfort, feeling helped in the form of enthusiasm, empathy, trust, attention so that students who receive it feel valued and supported.

3.4 Entrepreneurial Decision Making

According to Vinna (Sri Yuniarti, 2015) defines a decision as the selection of an action from two or more alternative choices. Meanwhile, according to John C. Mowen & Michael Minor (Mowen & Minor, 2002) decision-making analysis includes determining how people choose between two or more alternative purchases and study the processes that occur before and after the choice is made.

Cooper's model specifically in the Journal of Small Business Management (Pristiana et al., 2009) explains that individual decision making for entrepreneurship is influenced by: antecedent influence, incubator organization and environmental factors.

According to Pambudi (Rahardjo, 2010) there are three kinds of beliefs or beliefs that there are decisions made by someone in making an entrepreneurial decision. First, behavioral beliefs are assumed to influence attitudes toward behavior, secondly beliefs based on subjective norms refer to individual perceptions of social pressures that require or forbid it to carry out the behavior, and the third perception or control of behavior refers to the individual's belief that he is able or unable to carry out certain behaviors.

The decision making process follows several stages (Ivancevich et al., 2006) namely (1) setting specific targets and goals and measuring results, (2) identification and definition of the problem, (3) setting priorities, (4) consideration of the causes of the problem, (5) developing alternative

solutions, (6) evaluation of alternative solutions, (7) selection of solutions, (8) implementation, (9) follow-up.

3.5 Effects of Entrepreneurship Subjects, Entrepreneurial Motivation, Family Support for Entrepreneurial Decision Making.

Increasing the number of job seekers in competition results in graduates from tertiary institutions having to compete for positions or jobs offered in a job vacancy. Many of them are not absorbed or have not succeeded in getting the desired job position or job due to very high level of competition and the formation of employee needs which slightly results in increased numbers of new unemployment.

Seeing this phenomenon is one of the efforts of universities to reduce the increasing unemployment by educating students and preparing graduates to become entrepreneurs. To foster entrepreneurial motivation and decision making to become entrepreneurs. Therefore, students must be equipped with knowledge and skills in the field of entrepreneurship. To gain entrepreneurship knowledge and skills, all students are required to take entrepreneurship subjects. Entrepreneurship subjects are subjects that shape entrepreneurial character or at least increase student knowledge about the ins and outs of business, both in terms of soft skills and hard skills so that students are able to take advantage of opportunities around them in creating independent businesses after graduation or while still in college. Entrepreneurship subjects become a medium to foster entrepreneurial motivation that is instilled as early as possible as their first step to entrepreneurship.

In addition, family support has a very important role in fostering confidence, hope and decision making in a child's career plan in the future. Based on the description above, this research framework can be described as follows:
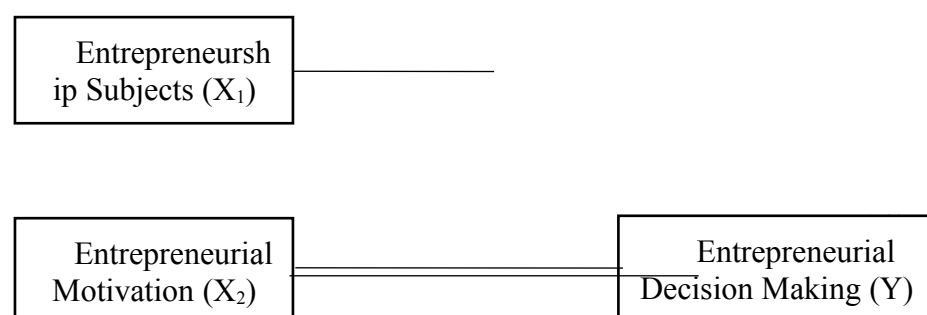
Entrepreneurship Subjects (X_1)

Entrepreneurial Motivation (X_2)

Entrepreneurial Decision Making (Y)

Figure 1 Thinking Framework

4. RESULT AND DISCUSSION

In this study, researchers used primary data through questionnaires distributed to students of the Office Administration Study Program by 50 respondents and obtained the characteristics of each respondent, including in this study male respondents were 34 students (68%) and women as many as 16 students (32%), related to the age of respondents 52% aged 18-21 years, 38% aged 22-25 years, 4% aged 26-30 years and the remaining 6% aged more than 30 years. Based on the work of parents of respondon obtained as many as 2% who work as civil servants, 6% work as private employees, 18% work as entrepreneurs and as many as 74% work outside of the three. While the income of parents of respondents ie 72% have an income of Rp. 1,500,000, 18% earn Rp. 1,600,000-2,500,000, 4% earn Rp. 3,600,000-4,500,000 and as many as 6% have income above Rp. 4,500,000.

1. Data Analysis
a. Classic Assumption Test Results

Before conducting a regression analysis, there are several assumptions that must be met so as to produce an output or results that can be accounted for. Assumptions test in regression is often known as the classic assumption test or basic assumption test. The classic assumption tests include:

1) Test Validity

This test is done by comparing the r count number and r table. If r count is greater than r table then the item is said to be valid and vice versa if r count is smaller than r table then the item is said to be invalid. R count is sought by using the SPSS program, while the r table is searched by looking at the r table with the minimum r requirement is 0.3 (Sugiyono, 2016).

Table 1.1

Validity Test Results

Correlations

		Mata kuliah	Motivasi berwirausaha	Dukungan keluarga	Pengambilan keputusan Berwirausaha
Mata kuliah	Pearson Correlation	1	.757**	.651**	.743**
	Sig. (2-tailed)		.000	.000	.000
	N	50	50	50	50
Motivasi berwirausaha	Pearson Correlation	.757**	1	.571**	.790**
	Sig. (2-tailed)	.000		.000	.000
	N	50	50	50	50
Dukungan keluarga	Pearson Correlation	.651**	.571**	1	.666**
	Sig. (2-tailed)	.000	.000		.000
	N	50	50	50	50
Pengambilan keputusan Berwirausaha	Pearson Correlation	.743**	.790**	.666**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	50	50	50	50

**. Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Processed Data v.16.0, 2020

From the table above (right corner) it can be seen that the r count from the Entrepreneurship Subject (0.743), Entrepreneur Motivation (0.790), Family Support (0.666), it is greater than r table (0.3), it means that this data is valid and the meaning can be continued to the next stage.

2) Reliability Test

This test is done by comparing the Cronbach alpha numbers with a minimum Cronbach alpha value of 0.6 which means that if the Cronbach alpha value obtained from the SPSS calculation results is greater than 0.6 then the questionnaire is concluded to be reliable, conversely if the Cronbach alpha is smaller than 0.6 then concluded unreliable.

Table 1.2 Results of the Reliability Test

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excludedᵃ	0	.0
	Total	50	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.830	4

Source: SPSS Processed Data v.16.0, 2020

From the table above it can be seen that the Cronbach's Alpha number of 0.830 means that the results of the SPSS calculation are greater than 0.6. Therefore it can be concluded that the research instrument used to measure the variables of Entrepreneurship Subjects, Entrepreneurial Motivation, and Family Support can be said to be reliable or reliable.

3) Normality Test with Kolmogorov-Smirnov Test

The basis for decision making in the Kolmogorov-Smirnov Normality Test, namely:

a. If the significance value (Sig.) is greater than 0.05, the research data is normally distributed.

b. Conversely, if the significance value (Sig.) is smaller than 0.05, the research data is not normally distributed.

Table 1.3

Results from the Kolmogorov-Smirnov normality test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Predicted Value
N		50
Normal Parameters³	Mean	10.9000000
	Std. Deviation	1.95497994
Most Extreme Differences	Absolute	.066
	Positive	.061
	Negative	-.066
Kolmogorov-Smirnov Z		.467
Asymp. Sig. (2-tailed)		.981

a. Test distribution is Normal.

Source: SPSS Processed Data v.16.0, 2020

Based on the SPSS output table above, it can be seen that the Asymp significance value. Sig. (2-talled) is 0.981 and it is greater than 0.05. Then in accordance with the basic decision-making in the Kolmogorov-Smirnov normality test above, it can be concluded that the data are normally distributed. Thus, the assumptions or normality requirements in the regression model have been fulfilled.

4) Multicollinearity Test with VIF and Tolerance values
   a. VIF, if the VIF value <10.00 then it means that there is no multicollinearity in the regression model and if the VIF value> 10.00 then it means that there is multicollinearity in the regression model.
   b. Tolerance, if the Tolerance value> 0.10 means that there is no multicollinearity in the regression model and if the Tolerance value <0.10, it means that there is multicollinearity in the regression model.

Table 1.4

Results from the Multicollinearity Test of VIF and Tolerance values

Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.515	1.007		.511	.612		
	Mata kuliah	.102	.064	.213	1.596	.117	.357	2.804
	Motivasi berwirausaha	.304	.077	.486	3.939	.000	.417	2.400
	Dukungan keluarga	.080	.034	.249	2.348	.023	.562	1.779

a. Dependent Variable: Pengambilan keputusan Berwirausaha

Source: SPSS Processed Data v.16.0, 2020

Based on the output table "Coefficients" in the "Collinearity Statistics" section known Tolerance values for the variable Entrepreneurship Subjects (0.357), Entrepreneur Motivation (0.417), Family Support (0.562), it is greater than 0.10. While the VIF value for the variable Entrepreneurship Subjects (2,804), Entrepreneur Motivation (2,400), Family Support (1,779), it is smaller than 10.00. Then referring to the basis of decision making in the multicollinearity test it can be concluded that there were no symptoms of multicollinearity in the regression model.

5) Heteroscedasticity test with Glejser test

The basis of decision making is useful as a guide or reference in determining a conclusion or decision on the results of the analysis that has been done. The basis is that if the significance value (Sig.) Is greater than 0.05, the conclusion is that there is no symptom of heteroscedasticity in the regression model, conversely if the significance value (Sig.) Is less than 0.05, it is concluded that heteroscedasticity symptoms occur in the regression model.

Table 1.5

Results from the Glejser Heteroscedasticity Test

Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.033	.575		.058	.954		
	Mata kuliah	-.028	.037	-.179	-.754	.455	.357	2.804
	Motivasi berwirausaha	.075	.044	.371	1.693	.097	.417	2.400
	Dukungan keluarga	.005	.020	.045	.238	.813	.562	1.779

a. Dependent Variable: Abs_RES

Source: SPSS Processed Data v.16.0, 2020

Based on the output table "Coefficients" in the "Sig." known significance value from Entrepreneurship Subjects (0.455), Entrepreneurial Motivation (0.097), Family Support (0.813). Because the significance values of the three variables above are greater than 0.05, according to the basis of decision making in the glacier test, it can be concluded that there were no symptoms of heteroscedasticity in the regression model.

6) Autocorrelation Test with Durbin Watson

The basis for decision making in the Durbin Watson Autocorrelation test is as follows:

a. If d (Durbin Watson) is smaller than dL or greater than (4-dL), then hypothesis 0 is rejected, which means there is autocorrelation.

b. If d (Durbin Watson) lies between dU and (4-dU) then hypothesis 0 is accepted which means there is no autocorrelation.

c. If d (Durbin Watson) is located between dL and dU or between (4-dU) and (4-dL) then no definitive conclusion is reached.

Table 1.6 Results from the Durbin Watson Autocorrelation Test

Model Summaryᵇ

Mode l	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.841ᵃ	.708	.689	1.296	1.821

a. Predictors: (Constant), Dukungan keluarga, Motivasi berwirausaha, Mata kuliah

b. Dependent Variable: Pengambilan keputusan Berwirausaha

Source: SPSS Processed Data v.16.0, 2020

Based on the "Model Summary" output table above, it is known that the Durbin Watson (d) value is 1,821. Next we compare it with the Durbin Watson table value at 5% significance. The Durbin

Watson value (d) of 1,821 is greater than the top (dU) of 1,490 and less than (4-dU) 4-1,821 = 2,510. So as the basis for decision making in the Durbin Watson test above, it can be concluded that there are no problems or symptoms of autocorrelation. Thus, multiple linear regression analysis to test the hypothesis of this study can be done or continued.

b. Results of Multiple Linear Regression Analysis

1) Partial t test

The hypothesis proposed in this study are:

a. H_1 or the first hypothesis: there is an influence of Entrepreneurship Subjects (X_1) on Entrepreneurial Decision Making (Y).

b. H_2 or the second hypothesis: there is an influence of Entrepreneurial Motivation (X_2) on Entrepreneurial Decision Making (Y).

c. H_3 or the third hypothesis: there is an influence of Family Support (X_3) on Entrepreneurial Decision Making (Y).

Table 1.7 Results from Partial t Tests

Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.515	1.007		.511	.612
	Mata kuliah	.102	.064	.213	1.596	.117
	Motivasi berwirausaha	.304	.077	.486	3.939	.000
	Dukungan keluarga	.080	.034	.249	2.348	.023

a. Dependent Variable: Pengambilan keputusan Berwirausaha

Source: SPSS Processed Data v.16.0, 2020

Based on the SPSS output table "Coefficient" above, the results can be obtained namely:

a. The Significance Value (Sig) of the Entrepreneurship Subject (X_1) variable is 0.117. Because the value of Sig. 0.117> probability 0.05, it is concluded that H_1 is rejected. This means that there is no significant effect of the Entrepreneurship Subjects (X_1) on Entrepreneurial Decision Making (Y). In this case states that

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entrepreneurship courses in managerial skills, production technical skills, and personality development skills do not directly have a significant effect on student decision making for entrepreneurship, as seen in the preliminary data that there are some students who already have businesses before taking entrepreneurship subjects.

b. The Significance Value (Sig) of Entrepreneurial Motivation (X_2) is equal to 0,000. Because the value of Sig. 0,000 <probability 0.05, it is concluded that H_2 is accepted. This means that there is a significant influence of Entrepreneurial Motivation (X_2) on Entrepreneurial Decision Making (Y). That the motivation arising from intrinsic factors and extrinsic factors has an indicator of the desire and desire to succeed, there are encouragement and needs in entrepreneurship, the existence of future goals, the existence of rewards in entrepreneurship and the existence of interesting activities in entrepreneurship.

c. Significance Value (Sig.) Family Support variable (X_3) is equal to 0.023. Because the value of Sig. 0.023 <probability 0.05, it is concluded that H3 is accepted. This means that there is a significant influence of Family Support (X_3) on Entrepreneurial Decision Making (Y). Where that the support factor will be assessed through the expression of positive expectation to parents in the form of encouragement or approval of ideas, instrumental support factors which include providing parents support both morally such as service and material in the form of real assistance such as financial assistance, informational support factors in the form of support in it provides solutions to problems, provides advice, direction, suggestions or feedback on students' business plans, as well as emotional support factors such as feeling helped in the form of enthusiasm, finding, trusting, caring so that the student feels valued and supported.

2) Simultaneous F Test

The hypothesis (allegation) proposed in this F test is "there is an influence from the Entrepreneurship Subjects (X_1), Entrepreneurial

Motivation (X_2), Family Support (X_3) simultaneously or together on Entrepreneurial Decision Making (Y)".

There are two ways that can be used as a reference or guideline to test the hypothesis in the F test. The first compares the significance value (Sig) on the Anova output results and the second compares the calculated F value with F table.

Table 1.8 Results from the Simultaneous F Test:

ANOVAᵇ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	187.275	3	62.425	37.184	.000ᵃ
	Residual	77.225	46	1.679		
	Total	264.500	49			

a. Predictors: (Constant), Dukungan keluarga, Motivasi berwirausaha, Mata kuliah

b. Dependent Variable: Pengambilan keputusan Berwirausaha

Source: SPSS Processed Data v.16.0, 2020

Based on the SPSS output table above, it is known that the significance value (Sig.) Is 0.00. Because the value of sig. 0.00 <0.05 then according to the basis of decision making in the F test it can be concluded that the hypothesis is accepted or in other words Entrepreneurship Subjects (X_1), Entrepreneurial Motivation (X_2), Family Support (X_3) simultaneously or jointly influential significant towards Entrepreneurial Decision Making (Y).

3) The Meaning of the Coefficient of Determination (R Square)

Table 1.9 The coefficient of determination results

Model Summaryᵇ

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.841ᵃ	.708	.689	1.296

a. Predictors: (Constant), Dukungan keluarga, Motivasi berwirausaha, Mata kuliah

b. Dependent Variable: Pengambilan keputusan Berwirausaha

Source: SPSS Processed Data v.16.0, 2020

Based on the SPSS output table "Model Summary" above, it is known that the coefficient of determination or R Square is 0.708. The magnitude of the coefficient of determination (R Square) is 0.708 or equal to 70.8%. This figure implies that the variable Entrepreneurship Subjects (X_1), Entrepreneurial Motivation (X_2), Family Support (X_3) simultaneously or jointly affect the Entrepreneurial Decision Making (Y) of 70.8%. While the rest (100% -70.8% = 19.2%) is influenced by other variables outside this regression equation or variables not examined.

5. CONCLUSION

a. Conclusion

1. Significance Value (Sig) variable Entrepreneurship Subject (X_1) is equal to 0.117. Because the value of Sig. 0.117> probability 0.05, it is concluded that H_1 is rejected. This means that there is no significant effect of the Entrepreneurship Subjects (X_1) on Entrepreneurial Decision Making (Y).

2. The Significance Value (Sig) of Entrepreneurial Motivation (X_2) is equal to 0,000. Because the value of Sig. 0,000 <probability 0.05, it is concluded that H_2 is accepted. This means that there is a significant influence of Entrepreneurial Motivation (X_2) on Entrepreneurial Decision Making (Y).

3. The Significance Value (Sig.) Of the Family Support variable (X_3) is 0.023. Because the value of Sig. 0.023 <probability 0.05, it is concluded that H_3 is accepted. This means that there is a significant influence of Family Support (X_3) on Entrepreneurial Decision Making (Y).

4. The magnitude of the coefficient of determination (R Square) is 0.708 or equal to 70.8%. This figure implies that the variable Entrepreneurship Subjects (X_1), Entrepreneurial Motivation (X_2), Family Support (X_3) simultaneously or jointly affect the Entrepreneurial Decision Making (Y) of 70.8%. While the rest (100% -70.8% = 19.2%) is influenced by other variables outside this regression equation or variables not examined.

b. Suggestion

1. Entrepreneurship subjects should emphasize more on managerial skills, production technical skills, and personality development with more practice with discussion of ideas in entrepreneurship so that these aspects arouse the spirit of entrepreneurship for students who do not have a business.

2. Entrepreneurial motivation is even more raised for young people who form independent character and develop their potential.

3. Family support as valuable support so that having confidence as a form of appreciation that gets full support from all aspects needed needs to get more attention from the family.

4. Entrepreneurial decisions become one of the opportunities that can be utilized by students in self-reliance and more open employment.

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