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The Relationship between The Application of Entrepreneurship Education and Family Environment with Entrepreneurial Interest of Politeknik Pelayaran Barombong Cadets

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***Keywords**: Entrepreneurship, Education, Environment, Interest, Seafarers, Quantitative*

Abstract: Being in an educational environment that produces a generation of strong sailors makes the mindset of the cadets of the Politeknik Pelayaran (Poltekpel) Barombong is to become sailors. It is the same with parents who send their children to Poltekpel to become sailors. However, this is not the basis for ignoring entrepreneurship education. This is because they will not always be at sea, there is a time when they will think about how to continue their lives without having to sail with the money they have collected. This is where entrepreneurship science plays an important role. The research used quantitative research methods. The data collection technique was carried out by questionnaire. The analysis technique is descriptive statistics. The analytical tool used is SmartPLS software version 3.0. The results showed the relationship of entrepreneurship education with entrepreneurial interest in the strong category, meaning that the higher the application of entrepreneurship education for students, the higher the interest in entrepreneurship. Second, the relationship between family environment and entrepreneurial interest in the strong category, which means that the higher the family environment supports entrepreneurship, the higher their entrepreneurial interest, and vice versa if the family environment does not provide support for entrepreneurship in cadets, then the entrepreneurial interest of Poltekpel cadets will be lower. Third, entrepreneurship education and family environment together with cadets' entrepreneurial interest have a strong relationship. simultaneous contribution of entrepreneurship education variables (X_1) and family environment (X_2) with entrepreneurial interest (Y) is fifty percent more while the rest is determined by other variables outside the study. Poltekpel cadets although basically their ultimate goal is to become sailors as expected by the family but they are also interested in entrepreneurship. They have a plan, namely by working as sailors for four or seven years after enough money has been collected for business capital, they plan to open a new business.

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Introduction

One of the benchmarks of a country's economic development is economic growth. In the third quarter of 2023, almost all provinces in Indonesia experienced slowing growth with economic growth of 5.05% (yoy). There are many factors that can affect the economic growth of a country, one of which is unemployment. Unemployment is a big problem, due to limited job opportunities, lack of experience, and minimal vacancy information. Government efforts in providing skills training have also not been maximized, making it difficult for job seekers, including college graduates.

Ida Fauziah, Minister of Manpower of the Republic of Indonesia, said that 12% of unemployment in Indonesia is dominated by bachelor and diploma graduates, with total unemployment reaching 7.86 million people, equivalent to 5.32% of the labor force (Tempo.co, 2023). Minister of Industry Airlangga Hartarto said that to strengthen the economy, a minimum of four million new entrepreneurs are needed, given that the percentage of entrepreneurs in Indonesia is only 3.1%. This is important to increase productivity and competitiveness in the digital era.(https://kemenperin.go.id/artikel).

The world of shipping, especially the seafaring profession, is an important factor in the global trade industry. Seafarers are directly responsible for sending people and goods, but they can also become entrepreneurs by utilizing the capital they have. Many seafarers do not realize the importance of entrepreneurship due to the limited conditions of working on the ship. Income as a seafarer cannot be relied on forever, so it is important to have other skills and utilize resources. Entrepreneurship can help seafarers develop their potential, create jobs and improve the economy. Entrepreneurship education has developed in various universities in Indonesia with varied teaching methods to attract entrepreneurial interest.

Politeknik Pelayaran (Poltekpel) Barombong understands that entrepreneurship education is not just about business, but can be learned by all cadets. Entrepreneurship education needs to combine dynamic and innovative theory and practice. Entrepreneurship education teaches the reality of life to students. Lecturers act as facilitators and motivators to help learners develop creativity and take initiative, risk, and responsibility.

Being in an educational environment that creates a generation of strong sailors makes the mindset of the cadets / residents of the Poltekpel Barombong to become sailors. Parents also want their children to become sailors. However, this is not an excuse for cadets, the academic community of Poltekpel Barombong, or parents to ignore entrepreneurship education. Entrepreneurship education aims to help Poltekpel Barombong students open businesses and manage finances when working in the shipping world. They need to think about how to continue living without sailing with the money they accumulate. Entrepreneurship knowledge is very important to provide an overview in opening a new business.

Referring to previous research entitled The Effect of Entrepreneurship Courses on Interest in Entrepreneurship, (Sari & Habsari, 2016), the results showed that the implementation of entrepreneurship courses had a significant effect on student interest in entrepreneurship. So, we researchers want to see whether the Poltekpel Barombong cadets' interest in entrepreneurship is influenced by entrepreneurship education.

Based on the background, this research was conducted to see how much entrepreneurship education and the environment itself provide encouragement for entrepreneurship for cadets of Poltekpel Barombong. The problem discussed in the study is how the relationship between entrepreneurship education and family environment with students' interest in entrepreneurship in the midst of a very strong seafaring environment.

While the purpose of this study is to determine and analyze the relationship between the application of entrepreneurship education to the entrepreneurial interest of Politeknik Pelayaran Barombong cadets, determine and analyze the relationship between the family environment to the entrepreneurial interest of Poltekpel Barombong cadets and determine and analyze the relationship between the application of entrepreneurship education and the family environment together on the entrepreneurial interest of Poltekpel Barombong cadets.

Literature Review

The term entrepreneurship in English is the equivalent of the word entrepreneurship. The word entrepreneurship itself is derived from the French language, namely enterepende, which means adventurer, creator, and business manager. Entrepreneurship is literally formed from two words, namely wira and usaha. Wira has the main meaning, gallant, brave, exemplary or fighter. Meanwhile, business means activities that are carried out continuously in managing resources to produce goods or services for profit. Thus, an entrepreneur can be likened to a warrior who is a role model in the business world (Pandji Anoraga, 2002).

Entrepreneurship education can be interpreted as an effort made by educational institutions in instilling knowledge, values, soul and entrepreneurial attitudes to students / learners in order to equip themselves to become independent, creative and innovative human beings. It also aims to create new entrepreneurs who are reliable and characterized and can improve the welfare of society. Entrepreneurship education is a solution to the problem of unemployment and poverty, as well as a step towards the dream of every individual to achieve financial independence. Thus, they can build personal prosperity while contributing to the overall welfare of society (Jamal Ma'mur Asman, 2011).

The values taught in entrepreneurship education aim to encourage students to develop an independent, creative, honest and hardworking spirit. Someone who receives entrepreneurship education during their studies will better understand how entrepreneurial values can trigger their interest in entrepreneurship. In addition, entrepreneurship education also enriches intellectual knowledge that will support them to innovate and create in the business world. Entrepreneurship education can be obtained through various courses that support entrepreneurial values, such as entrepreneurship itself, management control system, introduction to business, strategic management, etc.

The environment can be understood as a place where humans or other living things are. According to the 2019 edition of the Big Indonesian Dictionary (KBBI), the environment is defined as “everything that exists around living things or humans that affects the development of their lives.

According to Conny Semiawan (2010: 1), the family environment is the first and most important medium that influences children's behavior in their development process. The role of parents in the family environment is crucial for children's growth and development. They function as future mentors, which can indirectly influence children's interest in choosing a career, including entrepreneurship. This opinion is in line with Soemanto's (2008: 38) statement which emphasizes that parents and families are the foundation for children's preparation to become effective workers in the future.

Soekanto (2004) argues that the family is the place where the main activities of individual life take place, making it the first and main institution in human resource development. Within the family, social interactions occur, where children first learn to understand the wishes of others, cooperate, and help each other. This is where children learn to act as social beings who have norms and skills in getting along with others (Yusuf, 2012: 23).

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Thus, what is meant by the family environment in this study is the first social group that shapes a child's personality. In the family, values and norms of life are instilled, which will ultimately change the child's behavior and shape his or her expectations for the future.

Winkel (2004: 212), interest can be defined as a persistent tendency of a person to be interested in a particular field of study or topic, and enjoy the process of learning the material. Meanwhile, entrepreneurial interest according to Mutmainnah (2014: 33) is the drive and desire to run a business or business. Interest often starts with knowledge and information about entrepreneurship obtained from the surrounding environment, which is then followed by participation in activities that involve practical experience. In this way, the desire for entrepreneurship can be formed.

Suryawan (2006) also defines entrepreneurial interest as a desire and interest that is balanced with a willingness to work hard, as well as a spirit to be independent in meeting life's needs without fear of the risks that may arise. Thus, entrepreneurial interest can be understood as the ability to motivate oneself and take action in meeting needs and solving various life challenges. It also includes the effort to build or develop a new business, accompanied by a sense of pleasure resulting from providing benefits to oneself.

The framework is basically made to facilitate researchers in carrying out the research process, this is because the framework itself already includes the objectives of the research itself. Referring to the book Business Research by Uma Sekaran in 1992 quoted by Sugiyono (2012: 59) is “a framework is a conceptual model of how theory relates to various factors that have been identified as important problems”. The framework for thinking in this study related to the variables studied is described as follows:

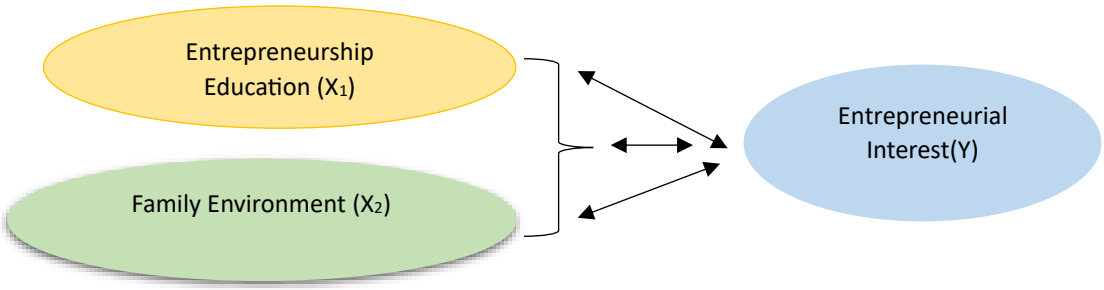

Figure 1. Thinking Framework

Referring to the framework in Figure 2.1 above, it can be explained that X1 as an independent variable, namely the application of entrepreneurship education, has a positive relationship to Y as the dependent variable, namely entrepreneurial interest among cadets of Poltekpel Barombong. Then X2 as an independent variable, namely the family environment factor, has a relationship with Y as the dependent variable, namely entrepreneurial interest among Poltekpel Barombong cadets. Furthermore, X1 as an independent variable (Application of entrepreneurship education) and X2 as an independent variable (family environment) together have a positive relationship to Y as the dependent variable (interest in entrepreneurship) among cadets of Poltekpel Barombong.

The research hypothesis is a temporary answer or conjecture from the problem of a research study. The hypotheses in this study are:

1. The relationship between the application of entrepreneurship education and entrepreneurial interest among cadets of the Poltekpel Barombong.

H1: ρ ≠ α = There is a significant relationship between the application of entrepreneurship education and entrepreneurial interest among cadets of Poltekpel Barombong.

H0: ρ = α = There is no significant relationship between the application of entrepreneurship education and entrepreneurial interest among cadets of Poltekpel Barombong.

2. There is a positive significant relationship between family environment and interest in entrepreneurship among cadets of Poltekpel Barombong.

   H1: ρ ≠ α = There is a significant relationship between family environment and interest in entrepreneurship among cadets of Poltekpel Barombong.

   H0: ρ = α = There is no significant relationship between family environment and entrepreneurial interest among cadets of Poltekpel Barombong.

3. The relationship between the application of entrepreneurship education and the family environment together with the interest in entrepreneurship among cadets of the Poltekpel Barombong

   H1: ρ ≠ α = There is a joint significant relationship between the application of entrepreneurship education and the family environment on entrepreneurial interest among cadets of Poltekpel Barombong

   H0: ρ = α = There is no significant relationship between the application of entrepreneurship education and family environment on entrepreneurial interest among cadets of Poltekpel Barombong

Research Method

This research is an ex-post facto study with a correlational approach. In this study, the approach used is descriptive with quantitative methods. According to Sugiyono (2012: 13), descriptive research aims to determine the value of independent variables, either one or more, without comparing or relating them to other variables. The research was conducted at the Politeknik Pelayaran Barombong (Poltekpel). The research time was in the even semester, academic year 2024, namely from January to August 2024.

The variables in the study consisted of two independent variables (independent), namely the application of entrepreneurship education (X_1), family environment (X_2), and one dependent variable (bound), namely interest in entrepreneurship (Y). The design of the relationship between the independent variables (X_1, X_2,) and the dependent variable (Y) can be described as follows:

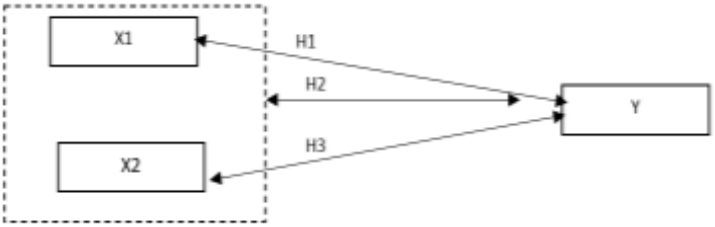

Figure 2. Research design

Information:

X_1 = The application of entrepreneurship education

X_2 = Family Environment

Y =Entrepreneurial interest

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The study population was Diploma III cadets of Batch 66 and Batch 68 of the Marine Transportation Management Study Program and Diploma 68 Ship Machinery Study Program who had taken and attended entrepreneurship courses totaling 127 cadets. The number of samples in this study used Umar's opinion (2008: 141) that "The sample size of a population can use the Slovin technique", namely:

$$n = \frac{114}{114\,.\,(5\%)^2 + 1}$$

$n = 88{,}715$

$n = 89$ respondent

Proportional random sampling is the technique used in sampling in this study. Through the random sampling method, each class in the population has an equal chance of being sampled. Meanwhile, the proportional approach serves to determine the number of samples in each.

The data analysis used was descriptive statistical analysis and inferential statistical analysis. Descriptive analysis techniques are used to describe the characteristics of the research respondents' scores for each research group such as mean, mode, median, standard deviation and percentage calculations. The collected data were analyzed using quantitative analysis and using descriptive statistics. Descriptive statistical analysis is used to determine the descriptive description of entrepreneurship education, environment and entrepreneurial interest.

Before testing the hypothesis inferentially, the prerequisite analysis is first carried out as follows: 1) normality test of the residuals of the independent variable and the dependent variable is Kolmogorov-Smirnov test. 2) linearity test is a test to determine whether there is a linear relationship between each independent variable in the regression model. To test the research hypothesis, inferential statistical techniques were used. For this purpose, in finding the effect of the independent variable on the dependent variable, it is analyzed using the multiple correlation formula. The double correlation formula serves to find the magnitude of the relationship between the two variables X_1 and X_2 with Y.

Results and Discussion

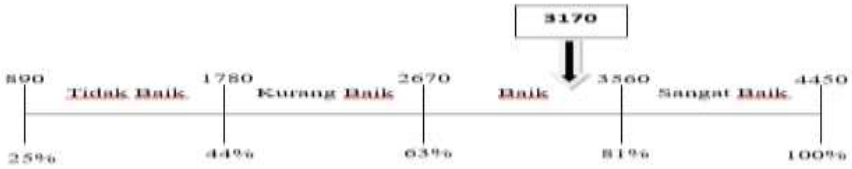
Statistical Description of Research Results

Descriptive analysis of research data plays an important role in enriching the discussion. Through this analysis, we can gain a better understanding of the respondents' responses to each indicator of the variable being studied. To facilitate the interpretation of these variables, we grouped the scores given by respondents. This categorization principle is adopted from Sugiyono's (2019) theory, which includes the range between the maximum and minimum scores, then divided by the desired number of categories, using the following formula:

$$Distance\ Interval = -\frac{Maximum\ index\ value - Minimum\ index\ value}{4}$$

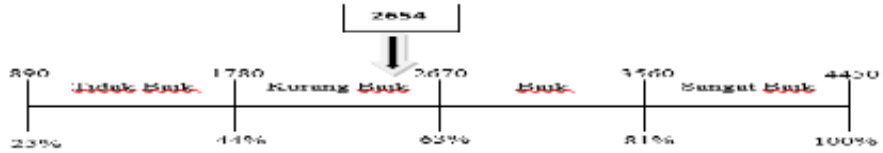
Description:
Maximum Index Value =4 x number of questions x number of respondents
Minimum Index Value = 1 x number of questions x number of respondents

a. Entrepreneurship Education Variable



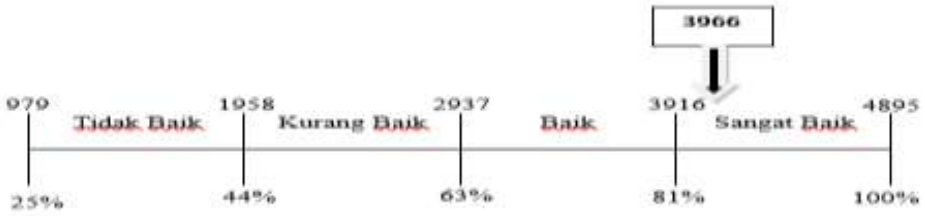
In the entrepreneurship education variable (X_1) there are 10 questions and 89 respondents. Minimum score 19, maximum 19, total score 3162, mean 35.53, standard deviation 5.94, variance 35.32. The expected ideal score is 3170 or 71.24%, so the entrepreneurship education category is good. These results indicate that entrepreneurship education for cadets of Politekpel Barombong is good.

b. Family Environment Variable



In the family environment variable (X2) with 10 questions and 89 respondents, the minimum score is 19, maximum 40, total score 2653, mean 35.53, and standard deviation 4.83. The expected ideal value is 2654 or 59.64%. This shows that the family environment of the Poltekpel Barombong cadets is not good and does not support entrepreneurship.

c. Entrepreneurship Interest



In the entrepreneurial interest variable (Y) with 11 questions and 89 respondents, the minimum score is 33, maximum 55, total score 3947, mean 44.35, and standard deviation 5.50. The expected ideal score is 3966 or 81.02%. So, entrepreneurial interest is in a very good category, indicating that the entrepreneurial interest of Poltekpel Barombong cadets is very good.

Research Instrument Test

To test whether the measuring instrument (instrument) used meets the requirements of a good measuring instrument, then first test the data through validity and reliability tests. Validity Test on Entrepreneurship Education Application Variable, Family Environment Variable and Entrepreneurial Interest Variable shows the correlation results of all valid items, with a correlation value above 0.2084. This indicates that the questionnaire for this variable can be used for measurement.

The reliability test is used to measure the level of consistency of respondents to the questionnaire statement items based on the respondent's understanding of the statements in the questionnaire submitted. The reliability test was carried out using the Cronbach alpha method. The results of the calculation of the realibilatas coefficient for each variable are given in the following table.

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Table 1. Case Processing Summary

		N	%
Cases	Valid	89	100.0
	Excluded[a]	0	.0
	Total	89	100.0

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

Table 2. Reliability Statistics

Cronbach's Alpha	N of Items
.901	10

Tabel 3. Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1.1	31.8876	30.851	0.463	0.903
X1.2	32.0562	28.917	0.686	0.890
X1.3	31.9551	28.612	0.713	0.888
X1.4	32.0562	28.054	0.751	0.885
X1.5	32.1236	28.019	0.777	0.884
X1.6	31.9438	28.304	0.755	0.885
X1.7	32.0674	28.904	0.645	0.892
X1.8	31.8652	28.209	0.633	0.894
X1.9	31.8427	28.339	0.645	0.892
X1.10	31.9551	31.021	0.470	0.902

According to Sugiono (2014), the reliability value is done by comparing the reliability coefficient (r_count) with r_table as follows:

1) If the critical alpha>rxy value, with df = n-2, (0.60) at the 95% convidence level (α = 0.05), then the instrument is considered reliable.
2) If the alpha value < critical rxy, with df = n-2, (0.60) at the 95% confidence level (α = 0.05), then the instrument is considered unreliable.

The reliability test results show that the Entrepreneurship Education variable shows a reliability alpha coefficient (rcount = 0.901) greater than 0.60 so it can be concluded that the 10 research instrument items that measure the entrepreneurship education variable are declared reliable, and are ready to be used in hypothesis testing.

Table 4. Case Processing Summary

		N	%
Cases	Valid	89	100.0
	Excluded[a]	0	.0
	Total	89	100.0

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

Table 5. Reliability Statistics

Cronbach's Alpha	N of Items
0.761	10

Table 6. Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X2.1	27.1798	22.195	0.126	0.772
X2.2	27.3258	21.949	0.180	0.767
X2.3	27.2472	21.256	0.273	0.759
X2.4	26.6517	19.843	0.492	0.735
X2.5	26.6742	17.290	0.501	0.731
X2.6	26.6067	16.673	0.652	0.703
X2.7	26.5843	16.700	0.625	0.708
X2.8	26.6517	17.139	0.592	0.714
X2.9	26.6854	19.468	0.473	0.736
X2.10	26.6742	21.540	0.222	0.764

The reliability test results show that the Family Environment variable shows a reliability alpha coefficient (rcount = 0.761) greater than 0.60 so it can be concluded that the 10 research instrument items that measure the Family Environment variable are declared reliable which can be used in hypothesis testing.

Table 7. Case Processing Summary

		N	%
Cases	Valid	89	100.0
	Excluded[a]	0	.0
	Total	89	100.0

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

Table 8. Reliability Statistics

Cronbach's Alpha	N of Items
.877	11

Table 9. Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Y1	40.5730	27.293	0.347	0.880
Y2	40.4831	26.298	0.488	0.872
Y3	40.3596	25.597	0.516	0.871
Y4	40.3371	25.249	0.609	0.864
Y5	40.3483	24.911	0.619	0.864
Y6	40.2697	24.176	0.705	0.857
Y7	40.2360	24.137	0.664	0.860
Y8	40.1461	24.126	0.683	0.859
Y9	40.2135	24.374	0.663	0.860
Y10	40.2360	25.205	0.633	0.863
Y11	40.2809	27.045	0.476	0.873

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Reliability test results show that the variable Interest in entrepreneurship shows reliability alpha coefficient (rhitung = 0.877) greater than 0.60 so it can be concluded that the 11 items of research instruments that measure the variable Interest in entrepreneurship is declared reliable so that it can be used in hypothesis testing.

4.3 Analysis Prerequisite Test

Hypothesis testing in this study using inferential statistical analysis test. Before doing the statistical test, first do the prerequisite test analysis that is normality test and linearity test.

a. Normality Test

The normality test aims to determine whether the population in the study is normally distributed. The test tool used to determine whether the population in the study is normally distributed is the normality test which is processed using the SPSS 20.0 application. Testing the normality of population data distribution is done using the K-S test statistic or the Kolmogorov Smirnov test. The formulation of the hypothesis to be tested for the data normality test is as follows:

H0 : Normal population distribution

H1 : The population distribution is not normal

Meanwhile, to determine the normality of the data, a comparison of the Asymp. Sig.2-tailed at the alpha level of 0.05. If the value of Asymp. Sig.2-tailed> 0.05 then H0 is accepted. But on the contrary, if the value of Asymp. Sig.2-tailed <0.05 then H0 is rejected. The results of testing the normality of the data with the SPSS 20.0 application are as follows:

Table 10. Normality Test of Research Results Data
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		89
Normal Parameters[a,b]	Mean	0,0000000
Most Extreme Differences	Absolute	0,121
	Positive	0,068
	Negative	-0,121
Kolmogorov-Smirnov Z		1,138
Asymp. Sig. (2-tailed)		0,150

a. Test distribution is Normal.
b. Calculated from data.

Based on the normality test output of the research data above, the Asymp. 2 tailed value of 0.150. Asymp. 2 tailed value is> 0.05 or in other words Ho is accepted. This means that it can be concluded that the data comes from a normally distributed population.

b. Linearity Test

The linearity test is a test that will determine whether the data is on a linear line or not. Linear testing is carried out to determine whether the independent variable has a linear relationship with the dependent variable. The hypothesis formulation that will be tested for data linearity is as follows:

H0 : The population distribution is not linear

H1 : Linear population distribution

As for determining the linearity of the data, the Linearity value comparison is used at the alpha level of 0.05. If the sig value> 0.05 then Ho is accepted. On the other hand, if the significance value (sig) <0.05 then H0 is rejected. The results of testing the linearity of the data from each variable Entrepreneurship Education, Family Environment and Entrepreneurial Interest with the SPSS 20.0 application are as follows:

Table 11. Linearity Test Results Entrepreneurship Education (X_1) with Entrepreneurial Interest (Y)

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Entrepreneurial Interest * Entrepreneurship Education	Between Groups	(Combined)	1676,766	19	88,251	6,179	0,000
		Deviation from Linearity	443,789	18	24,655	1,726	0,055
	Within Groups		985,437	69	14,282		
	Total		2662,202	88			

Measures of Association

	R	R Squared	Eta	Eta Squared
Entrepreneurial Interest * Entrepreneurship Education	0,681	0,463	0,794	0,630

The table above shows that the results of the linearity test of entrepreneurship education with entrepreneurial interest obtained a significance value> α, namely the value of 0.055> 0.050. Thus, based on the formulation of the hypothesis Ho is rejected, which means that the population distribution is linear. Furthermore, if you look at the F value of the output above, obtained Fcount of 1.726 while Ftable is 1.758. Because the value of Fcount is smaller than the value of Ftable (1.726 < 1.758) it can be concluded that there is a significant linear relationship between the variables of entrepreneurship education with interest in entrepreneurship.

Table 12. Linearity Test Results Family Environment (X_2) with Entrepreneurial Interest (Y)

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Entrepreneurial Interest * Family Environment	Between Groups	(Combined)	1511,990	20	75,600	4,469	0,000
		Linearity	1019,393	1	1019,393	60,266	0,000
		Deviation from Linearity	492,597	19	25,926	1,533	0,102
	Within Groups		1150,212	68	16,915		
	Total		2662,202	88			

Measures of Association

	R	R Squared	Eta	Eta Squared
Entrepreneurial Interest * Family Environment	0,619	0,383	0,754	0,568

Table 12 shows that the results of the linearity test of the family environment with interest in entrepreneurship obtained a significance value> α, namely the value of 0.102> 0.050. Thus based on the formulation of the hypothesis Ho is rejected which means the population distribution is linear. Furthermore, if you look at the F value of the output above, obtained Fcount of 1.533 while Ftable is 1.742. Because the value of Fcount is smaller than

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the value of Ftable (1.533 < 1.742) it can be concluded that there is a significant linear relationship between the variables of entrepreneurship education with interest in entrepreneurship.

Hypothesis Analysis

Hypothesis testing in this study was conducted using the Product Moment correlation analysis technique of Karls Person for the first hypothesis and the second hypothesis. While to test the third hypothesis used multiple correlation analysis technique with two independent variables (free).

a. The Relationship Between the Application of Entrepreneurship Education and Entrepreneurial Interest of Politeknik Pelayaran Barombong Cadets

The magnitude of the relationship between the Application of Entrepreneurship Education and Entrepreneurial Interest can be seen in the following SPSS 20.0 output table:

Table 13. Correlation Between Application of Entrepreneurship Education to Entrepreneurship Interest of Barombong Shipping Polytechnic Cadets

Correlations

		Entrepreneurship Education	Entrepreneurial Interest
Entrepreneurship Education	Pearson Correlation	1	0.681**
	Sig. (2-tailed)		0.000
	N	89	89
Entrepreneurial Interest	Pearson Correlation	0.681**	1
	Sig. (2-tailed)	0.000	
	N	89	89

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

Based on the calculation results in the table above, the correlation coefficient obtained between the application of entrepreneurship education to entrepreneurial interest is 0.681. This coefficient is included in the strong category which indicates that the higher the application of entrepreneurship education in students, the greater their interest in entrepreneurship. That is, in this study found a strong positive relationship between the application of entrepreneurship education with students' entrepreneurial interest.

Table 4.7 shows entrepreneurship education (X_1) with entrepreneurial interest (Y) r count of 0.681> r table 0.207, it can be concluded that there is a relationship or correlation between entrepreneurship education variables with entrepreneurial interest. Because r count or Pearson Correlations in this analysis are positive or in other words the higher the entrepreneurship education, the higher the entrepreneurial interest of students. Meanwhile, when viewed from the Sig value. (2-tailed) between entrepreneurship education (X_1) and interest in learning (Y) is 0.000 <0.05, then the decision is Ho rejected. This means that entrepreneurship education has a relationship with students' entrepreneurial interest.

b. The Relationship Between Family Environment and Entrepreneurial Interest of Barombong Shipping Polytechnic Cadets

The magnitude of the relationship between the Family Environment and Entrepreneurial Interest can be seen in the following SPSS 20.0 output table:

Table 14. Correlation Between Family Environment and Entrepreneurship Interest of Barombong Shipping Polytechnic Cadets

Correlations

		Family Environment	Entrepreneurial Interest
Family Environment	Pearson Correlation	1	0.619**
	Sig. (2-tailed)		0.000
	N	89	89
Entrepreneurial Interest	Pearson Correlation	0.619**	1
	Sig. (2-tailed)	0.000	
	N	89	89

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

Based on the calculation results in the table above, the correlation coefficient obtained between the application of the family environment to the interest in entrepreneurship is 0.619. The results of this coefficient are included in the strong category, which indicates that the better the support of the family environment of students, the higher the interest in entrepreneurship. So in this study obtained a strong positive relationship between the family environment with students' entrepreneurial interest.

Table 4.8 shows the environment (X_1) with entrepreneurial interest (Y) r count of 0.619> r table 0.207, it can be concluded that there is a relationship or correlation between the variable family environment with entrepreneurial interest. Because r count or Pearson Correlations in this analysis are positive or in other words the higher the family environment, the higher the entrepreneurial interest of students. Meanwhile, when viewed from the Sig value. (2-tailed) between the family environment (X_2) and interest in learning (Y) is 0.000 <0.05, then the decision is Ho rejected. This means that the family environment has a relationship with students' entrepreneurial interest.

c. The Relationship Between the Application of Entrepreneurship Education and the Family Environment Together Toward the Entrepreneurial Interest of Barombong Shipping Polytechnic Cadets

Tests conducted to determine the relationship between the application of entrepreneurship education and family environment with students' entrepreneurial interest together used multiple correlation tests. The formulation of the hypothesis proposed is as follows:

Ho: There is no positive and significant relationship between the application of entrepreneurship education and family environment with students' entrepreneurial interest in Barombong Shipping Polytechnic.

H1 : There is a positive and significant relationship between the application of entrepreneurship education and family environment with students' entrepreneurial interest in Barombong Shipping Polytechnic.

Then the hypothesis testing criteria, namely:

- Ho is rejected if sig. (F chage) <0.05
- Ho is accepted if sig. (F chage) > 0.05

The results of multiple correlation analysis using the help of the SPSS 20.0 application are as follows:

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Table 15. Relationship between Application of Entrepreneurship Education and Family Environment with Entrepreneurial Interest of Barombong Shipping Polytechnic Cadets

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,725[a]	,526	,515	3,83091	1,798

a. Predictors: (Constant), Family Environment, Entrepreneurship Education
b. Dependent Variable: Entrepreneurial Interest

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1400,080	2	700,040	47,700	,000[b]
	Residual	1262,122	86	14,676		
	Total	2662,202	88			

a. Dependent Variable: Entrepreneurial Interest
b. Predictors: (Constant), Family Environment, Entrepreneurship Education

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	17,648	2,787		6,332	,000		
	Entrepreneurship Education	,446	,088	,482	5,093	,000	,615	1,626
	Family Environment	,364	,108	,320	3,374	,001	,615	1,626

a. Dependent Variable: Entrepreneurial Interest

Collinearity Diagnostics[a]

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	Entrepreneurship Education	Family Environment
1	1	2,976	1,000	,00	,00	,00
	2	,014	14,440	,98	,27	,12
	3	,010	17,368	,02	,73	,88

a. Dependent Variable: Entrepreneurial Interest

Based on the calculation results in the table above, it is known that the magnitude of the correlation coefficient between the application of entrepreneurship education and the family environment together with the entrepreneurial interest of Barombong Sailing Polytechnic cadets is 0.725, including in the high category. So it is known that there is a positive relationship of 0.725 between the application of entrepreneurship education and the family environment together with the entrepreneurial interest of Politeknik Pelayaran Barombong cadets. Table 4.14 above shows that simultaneously the variable entrepreneurship education (X_1) and family environment (X_2) with interest in learning (Y) is 52.6% while 47.4% is determined by other variables.

Meanwhile, to find out whether the relationship can apply to the population or not, a significance test is carried out by looking at the value at sig. (F Change). Based on the calculation, the sig value is obtained. F Change = 0.000. This shows that the sig. F Change <0.05 so it can be concluded that Ho is rejected and Ha is accepted, which means that there is a positive and significant relationship between the application of entrepreneurship education

and the family environment together with the entrepreneurial interest of Politeknik Pelayaran Barombong cadets.

The results in table 4.9 if written in the regression equation in standardized coefficient form as follows:

Y = 17.648 + 0.446 X1 + 0.364X2 +e

Description:

Y = Entrepreneurial Interest

X1 = Entrepreneurship Education

X2 = Family Environment

e = Confounding Variable

α = Constant

The regression equation can be explained that the regression coefficient of variable X1 (entrepreneurship education) dipeloreh amounted to 0.446 with a positive coefficient sign. This is that the stronger the relationship of entrepreneurship education, the higher the entrepreneurial interest of students. Conversely, the weaker the influence of entrepreneurship education, the lower the interest in entrepreneurship tends to be. Samahalnya with the results of the variable regression coefficient X_2 (Family Environment) dipeloreh of 0.364 with a positive coefficient sign. This is that the stronger the relationship of the family environment, the higher the entrepreneurial interest of students. Conversely, the weaker the influence of the family environment, the lower the interest in entrepreneurship tends to be.

Discussion

a. The relationship between the application of entrepreneurship education with entrepreneurial interest

Based on the results of data analysis, this study obtained data showing that the correlation coefficient between the application of entrepreneurship education and students' entrepreneurial interest has a level of relationship that is in the strong category. This shows that the application of entrepreneurship education has a positive relationship with students' entrepreneurial interest and has a meaningful relationship.

The findings of this study are in line with the results of previous research conducted separately. Saepuddin with his research title "The Relationship between Entrepreneurship Education and Entrepreneurship Motivation of Students of the Department of Education Management Faultas Tarbiyah and Keguruan UIN Syarif Hidayatullah Jakarta". The results of his research indicate that there is a significant relationship between entrepreneurship education and student entrepreneurial motivation. This means that the motivation of students majoring in education management at the faculty of tarbiyah and teacher education at UIN Syarif Hidayatullah Jakarta to become entrepreneurs is influenced by entrepreneurship education factors while the rest is influenced by other factors such as their individual abilities and environmental conditions such as family, friends and community life.

Another study was conducted by Helina Apriyani (2017) with the research title "Contribution of Entrepreneurship Education to Student Entrepreneurial Interest". The results showed a significant contribution between entrepreneurship education and entrepreneurial interest, with a strong level of relationship.

Entrepreneurship education itself is a form of education that hopes to equip students with the knowledge, skills, and behaviors and attitudes needed to build a successful business. In entrepreneurship education, Barombong Shipping Polytechnic cadets are taught about

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various interconnected aspects, ranging from the basis and scope of entrepreneurship, ideas and opportunities in entrepreneurship, creativity and innovation, core competencies and entrepreneurial strategies, planning, management and business strategies, marketing, communication and negotiation, performance evaluation, financial management and business ethics.

In addition, entrepreneurship education at Barombong Polytechnic also provides learning materials on entrepreneurial attitudes and characters needed to become a successful entrepreneur such as creativity, innovation, curiosity, perseverance, resilience, and the ability to take risks. The entrepreneurship learning process at the Barombong Polytechnic uses the Project Basic Learning method, which means that the learning process is centered on cadets (Student Centered) while the teacher/lecturer is a facilitator/motivator.

Entrepreneurship education at Barombong Polytechnic with its Project Basic Learning Method provides opportunities for cadets to work independently in shaping their learning, as well as incorporating projects into the learning process. Cadets are not only given entrepreneurship material but in the process of entrepreneurship education cadets design, develop projects together and ultimately produce a real product that can be presented to others. Through entrepreneurship education, cadets are expected to explore, develop and realize their entrepreneurial potential and can create new jobs that can ultimately encourage economic growth for cadets in particular and Indonesia in general.

Entrepreneurship education is intended not only to foster the entrepreneurial interest of Barombong Polytechnic cadets to open new businesses but also to become the basis for how they will manage their finances when they are already in the world of work, namely sailing. When they already get a salary (money), of course, the money needs its own management whether it is invested in savings, land, gold or rotated in the form of a business. Because they will not always be at sea, there is a time when they will think about how to continue living without having to sail with the money they have collected. This is where entrepreneurship education plays an important role. Entrepreneurship education will provide an overview of cadets to open new businesses.

The results showed that the relationship between entrepreneurship education and entrepreneurial interest of Barombong Polytechnic cadets was in the strong category as seen from the pearson correlation results of 0.681. This is in accordance with what is conveyed by (Peterman & Kennedy, 2003; Rae, 2006) that educational institutions have a positive impact on entrepreneurial desire by teaching skills and sharing entrepreneurial knowledge. Similarly, Chimucheka (2014: 406) argues that “Entrepreneurship education is developing and improving the competencies that are needed to successfully establish and run an entrepreneurial venture”. This means that entrepreneurship education aims to develop and improve the expertise and skills needed to establish and run a business successfully.

b. Relationship between Family Environment and Interest in Entrepreneurship

Conny Semiawan (2010: 1) states that the family environment is the first and most crucial medium that influences children's behavior and development. The family environment is the smallest unit in society, consisting of father, mother, children, and other family members. In this context, the role of parents is crucial for children's growth and development, meaning that parents can indirectly influence children's interest in choosing a career, including entrepreneurial career choices. This study obtained a correlation coefficient between family environment and entrepreneurial interest in the strong category, which means that the higher the family environment, the higher their entrepreneurial interest, and vice versa if the family

environment does not provide support for entrepreneurship in cadets, then the entrepreneurial interest of Barombong Shipping Polytechnic cadets will be lower.

The findings of this study are in line with the findings of previous studies conducted separately. One example is a study conducted by Irda (2019) entitled "The Effect of Entrepreneurship Knowledge and Family Environment on Entrepreneurial Interest of Students of SMK Negeri 1 Makassar". Irda's research found that the family environment has a positive influence on student entrepreneurial interest. This can be seen from the t value for the family environment variable which is higher than the t table value.

A study conducted by Firlian Erma Inayati with the title "The Effect of Entrepreneurship Education, Attitudes, Family Environment, and Motivation on Entrepreneurial Interest" revealed that the family environment factor has a positive and significant influence on the interest of students who are still active at the Faculty of Economics, Islamic University of Indonesia to become entrepreneurs.

From these results, the family environment is one of the predictors to increase cadets' entrepreneurial interest. In the family environment, children first receive discipline from their parents, thus influencing their development and behavior. In the home environment, children receive attention, love, encouragement, guidance, and examples from their parents so that they can achieve their maximum potential for future development. Parents can indirectly influence their children's career choices, for example, their interest in becoming entrepreneurs. According to Yusuf (2006: 42), the development of a person's life is influenced by three things, namely the functioning of the family, the attitude and treatment of parents, and finally economic status. When families educate their children about entrepreneurship, it is the entrepreneurial spirit that shapes the entrepreneurial spirit and spirituality of the child. Entrepreneurial development should be encouraged from as early as possible, as stated by Abdullah Gymnastiar (Jamal Ma'mur Asmani 2011: 110). When families actively support their children, they develop an interest in becoming entrepreneurs.

c. The Relationship Between the Application of Entrepreneurship Education and the Family Environment with Entrepreneurial Interest

Tests conducted to determine the relationship between the application of entrepreneurship education and the family environment with entrepreneurial interest together used multiple correlation tests. It is known that the magnitude of the correlation coefficient between the application of entrepreneurship education and the family environment together with the cadets' entrepreneurial interest is included in the strong category. So it is known that there is a positive relationship between the application of entrepreneurship education and the family environment together with the entrepreneurial interests of Poltekpel Barombong cadets.

This research is supported by previous research conducted by, M. Yusuf entitled "Analysis of the Effect of Entrepreneurship Education and the Environment on Entrepreneurial Interest Among Students at the Faculty of Economics and Business, Muhammadiyah University Jakarta" The results showed that the variables of entrepreneurship education and the environment together had a significant influence on the entrepreneurial interest of students of the Faculty of Economics UMJ.

Meanwhile, Dwi Lestari Ningsih's research (2017) on the Effect of Entrepreneurship Learning and Family Environment on Entrepreneurial Interest of Xi Class Students of Smk N 7 Yogyakarta. The results showed that there was a positive and significant effect of Entrepreneurship Learning and Family Environment together on the Entrepreneurial Interest

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of class XI students of SMK N 7 Yogyakarta. The test results show that the calculated F value is greater than the F table value.

Based on the research results that have been stated and also supported by previous research, it can be concluded that the application of entrepreneurship education and family environment will increase the entrepreneurial interest of Poltekpel Barombong cadets. From the results of the coefficient of determination (R2) shows fifty percent more entrepreneurial interest is influenced by entrepreneurship education and family environment more, while the rest is given by other variables not examined in this study. Then the value of the effective contribution (SE) of the Entrepreneurship Education variable is 30.37% and the Family Environment variable is 22.53% (based on processed data).

SE (X1) % = Beta (X1) x Correlation Coefficient x 100%
= 0.446 x 0.681 x 100%
= 30, 37%
SE (X2) % = Beta (X2) x Correlation Coefficient x 100%
= 0.364 x 0.619 x 100%
= 22, 53%

The results of the study are in line with the theory put forward by Alma (2013: 7), interest in entrepreneurship is influenced by several factors ranging from school or campus, teachers / lecturers in providing entrepreneurship education and the family environment of the cadets themselves. With the education provided by the campus and family, it will support cadets to know more about entrepreneurship, this will result in high cadet entrepreneurial interest. Entrepreneurship education aims to train Poltekpel Barombong cadets as a whole as a young generation who has the character and understanding of an entrepreneur.

Conclusions

Conclusion

1. Based on the results of the calculation of entrepreneurship education data with entrepreneurial interest obtained in the strong category, it means that the higher the application of entrepreneurship education for students, the higher the interest in entrepreneurship. From the results of r count results there is a relationship or correlation between the variables of entrepreneurship education with entrepreneurial interest. Because r count or Pearson Correlations in this analysis are positive, the higher the entrepreneurship education, the higher the entrepreneurial interest of students. Meanwhile, when viewed from the Sig value. (2-tailed) between entrepreneurship education (X_1) and interest in learning (Y) is smaller than the standard, then the decision is Ho rejected. This means that entrepreneurship education has a relationship with students' entrepreneurial interest.
2. Based on data analysis regarding family environment and entrepreneurial interest, it is found that there is a significant relationship between family environment and entrepreneurial interest. The calculation results show the value of r count greater than r table, so it can be concluded that there is a positive correlation between the variables of family environment and entrepreneurial interest.
3. Based on the results of the calculation of entrepreneurship education data and the family environment has a relationship with entrepreneurial interest, the results of Ho is rejected and Ha is accepted, which means that there is a positive and significant relationship between the application of entrepreneurship education and the family environment together with the entrepreneurial interest of Politeknik Pelayaran

Barombong cadets. Then the correlation coefficient is obtained which indicates a strong relationship. While the contribution or contribution simultaneously variable entrepreneurship education (X_1) and family environment (X_2) with entrepreneurial interest (Y) is fifty percent more while the rest is determined by other variables outside the study.

Suggestion

1. Educational institutions
   The results of this study are expected to contribute to increasing the entrepreneurial interest of Poltekpel Barombong cadets by providing facilities according to the needs of cadets in entrepreneurship.
1. For students
   Students/cadets should be able to further increase their knowledge, skills in entrepreneurship from various sources and media so that they can develop their potential in entrepreneurship.
2. For researchers
   The results of this study can be used as a comparison, reference and as a material consideration to further deepen further research, especially on learning environment variables, facilities provided by Poltekpel Barombong in increasing the entrepreneurial interest of cadets.

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