

Analyse the Role of Family in Entrepreneurship Education: Effective Support and Assistance

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Abstract

Entrepreneurship education is considered important in developing entrepreneurial skills and preparing individuals to start their own business. One of the factors that influence an individual's ability to start a business is the family's role in supporting entrepreneurship education. This research aims to discuss the role of family in supporting entrepreneurship education and provide useful information for individuals, families, and educational institutions in improving entrepreneurship education. This research is qualitative in nature. Data collection techniques include listening and recording important information to conduct data analysis through data reduction, data display and conclusion drawing. The study concluded that the family plays a very important role in developing entrepreneurship, especially in providing the support and learning needed for individuals who want to start a business. The role of family also helps strengthen the development of social and managerial skills in entrepreneurship.

Keywords: Family, Education, Entrepreneurship

Abstrak

Pendidikan kewirausahaan dianggap penting dalam mengembangkan keterampilan wirausaha dan mempersiapkan individu untuk memulai bisnis mereka sendiri. Salah satu faktor yang mempengaruhi kemampuan individu dalam memulai bisnis adalah peran keluarga dalam mendukung pendidikan kewirausahaan. Penelitian ini bertujuan membahas peran keluarga dalam mendukung pendidikan kewirausahaan dan memberikan informasi yang bermanfaat bagi individu, keluarga, dan institusi pendidikan dalam meningkatkan pendidikan kewirausahaan. Penelitian ini bersifat kualitatif. Teknik pengumpulan data meliputi menyimak dan mencatat informasi penting untuk melakukan analisis data melalui reduksi data, display data, dan penarikan kesimpulan. Hasil studi menyimpulkan bahwa keluarga memainkan peran yang sangat penting dalam mengembangkan kewirausahaan, terutama dalam memberikan dukungan dan pembelajaran yang dibutuhkan bagi individu yang ingin memulai bisnis. Peran keluarga juga membantu memperkuat pengembangan keterampilan sosial dan manajerial dalam kewirausahaan.

Kata Kunci: Keluarga, Pendidikan, Kewirausahaan

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INTRODUCTION

Entrepreneurship education is considered essential in developing entrepreneurial skills and preparing individuals to start their own business (Gadzali et al., 2023); (Sutrisno et al., 2023) and

(Sutrisno et al., 2022). However, despite the importance of entrepreneurship education, there are still many individuals who experience difficulties in starting their own business (Raharjo et al., 2023). One of the factors that influence an individual's ability to start a business is the role of the family in supporting entrepreneurship education (Sugianingrat et al., 2020) and (Gunarso & Selamat, 2020).

The role of the family in supporting entrepreneurship education is very important (Manafe et al., 2023), because the family becomes the first environment encountered by individuals and has a great influence in shaping individual attitudes, values and skills (Diawati et al., 2023) and (Azzaakiyyah, 2023). In this case, the role of the family can help improve individuals' ability to start their own business through financial support, emotional support and providing useful advice.

However, despite the importance of the family's role in supporting entrepreneurship education, there are still few studies that discuss the analysis of the family's role in entrepreneurship education. Therefore, this study will discuss the role of family in supporting entrepreneurship education and provide useful information for individuals, families and educational institutions in improving entrepreneurship education.

METHOD

The present investigation involved a literature review approach, whereby the researcher did not engage in direct fieldwork during the data collection phase. Instead, the researcher consulted diverse reference sources to facilitate the seamless execution of the study. The literature for this discussion was sourced from online media and journal databases using keywords related to the topic at hand, specifically the role of family, students, and entrepreneurship. The author adopts a flexible approach in identifying pertinent reference sources, without confining the focus to particular journal portals or online media. This is evidenced by the author's reference to diverse sources such as Emerald Insight, ResearchGate, and Elsevier journal portals. This article centres on the influence of family roles on children's entrepreneurial education. The author narrows the scope of the discussion by emphasizing these specific keywords to maintain focus. The search queries conducted by the researcher primarily encompassed scholarly journals, articles, and publications that were published within the timeframe of 2015 to present. During the process of gathering sources, we utilized keywords to conduct searches on multiple publication platforms. Nevertheless, it is important to note that only those papers, journals and publications that are most relevant to the subject matter of the role of the family and its impact on increasing entrepreneurial interest through entrepreneurship education will be utilised, while others can be ignored. This article incorporates a total of 26 references.

The present study is classified as a form of qualitative research. The process of collecting data involves the utilization of various techniques such as attentive listening and meticulous recording of pertinent information. These techniques are employed to facilitate data analysis, which is accomplished through the processes of data reduction, data display, and conclusion drawing. The

ultimate goal of this analysis is to obtain a comprehensive understanding of the literature study that is being undertaken as part of this research endeavor. During the data reduction phase, the data is streamlined, categorized, and eliminated in a manner that facilitates the generation of significant insights and simplifies the process of drawing conclusions. The need to perform data analysis through the reduction stage arises from the voluminous and intricate nature of the data. The reduction stage was performed to determine the relevance of the data to the ultimate objective. Initially, a total of 57 references were obtained. However, subsequent to undergoing this preliminary procedure, the numerical value became 26. Subsequently, the data will be presented through a display. The current stage is a subsequent phase of the data reduction process, which involves organizing a collection of data in a structured manner to facilitate comprehension, thereby enabling the derivation of inferences. The mode of data representation utilized in this context is in the form of written discourse (in the form of field notes). This data presentation facilitates the organization and arrangement of data in a relational pattern. The final step involves drawing conclusions from the data. The current phase marks the conclusion of our employed qualitative data analysis methodology, wherein we examine the outcomes of data reduction and data display to ensure alignment with the intended analysis objectives. The objective of this phase is to derive significance from the gathered data by identifying correlations, commonalities, or disparities in order to formulate resolutions to pre-existing issues. The sources utilized are deemed reliable for deriving inferences. This endeavor aims to derive reliable and valid inferences, thereby facilitating comprehension.

RESULTS AND DISCUSSION

Entrepreneurship education is a learning process that aims to develop a person's abilities and skills in managing a business or enterprise (Zen et al., 2023) and (Ausat & Suherlan, 2021). The importance of entrepreneurship education is not only for individuals, but also for families and society as a whole (Korzhev & Pasko, 2020); (Welsh et al., 2016) and (Hutagalung et al., 2017). Therefore, the role of the family is very important in entrepreneurship education.

Analysing the role of the family in entrepreneurship education can be divided into several aspects. First of all, the family can act as a motivator for individuals who want to learn entrepreneurship. In a family with an entrepreneurial culture, individuals may feel motivated to follow in the footsteps of their parents or other family members in running a business (Bloemen-Bekx et al., 2019) and (Dewitt et al., 2022). In addition, families can also provide moral support and motivation so that individuals do not give up quickly in facing challenges in running a business. Second, families can act as a source of capital in starting a business. Usually, individuals who want to start a business do not have enough capital to finance the business (Bradley et al., 2012); (Boudreaux & Nikolaev, 2019) and (N. Berger & F. Udell, 1998). Therefore, the family can be a source of initial capital in

starting a business. In addition, families can also assist individuals in finding investors or other financiers.

Third, family can act as mentors or guides in running a business. Families who have experience in running a business can provide advice and input in running a business (Tarling et al., 2016). In addition, families can also assist individuals in developing business networks and looking for better business opportunities. Fourth, families can play a role in providing entrepreneurship education to their children from an early age. Entrepreneurship education provided to children can help them to understand the importance of entrepreneurship and form an entrepreneurial spirit from an early age (Suzanti & Maesaroh, 2017); (Ismaiayah et al., 2022) and (Samad et al., 2021). This can be done by providing examples of family experiences in running a business, reading books on entrepreneurship, or participating in activities related to entrepreneurship. Fifth, families can play a role in providing psychological and emotional support in the face of business failure. Failure in business can be a difficult experience for individuals, especially for those who are beginners in the business world (Ucbasaran et al., 2013) and (Atsan, 2016). Therefore, families can provide psychological and emotional support so that individuals do not feel down and quickly recover from these failures. In conclusion, the role of family is very important in entrepreneurship education. Families can be motivators, sources of capital, mentors, educators, and psychological and emotional support for individuals who want to learn entrepreneurship. Therefore, families should understand the importance of entrepreneurship and support individuals in running a business.

Not only that, the role of family can also help strengthen the development of social and managerial skills in entrepreneurship. In running a business, individuals will interact with many people, be it customers, suppliers or employees (Subagja et al., 2022) and (Ausat, 2023). Therefore, social skills become very important to help individuals build good relationships with stakeholders in the business. Families can help individuals develop social skills such as the ability to communicate, negotiate, or build good co-operative relationships. In addition to social skills, managerial skills are also very important skills in entrepreneurship. In running a business, individuals must be able to manage various aspects of the business such as finance, production, marketing, and human resources. Families can assist individuals in developing managerial skills such as managing finances, creating business plans, or developing effective marketing strategies (Lorin Purcarea, 2019).

However, not all families have experience in entrepreneurship or have sufficient financial means to assist their children or other family members in running a business. Therefore, it is important for families to understand that entrepreneurship education is not only done within the family, but can also be done through formal education institutions such as schools, universities or other training institutions.

In this context, the government or non-governmental organisations (NGOs) can also play a role in supporting entrepreneurship education. The government can provide support in the form of

training programmes, capital loans or other assistance programmes for individuals who want to start a business. NGOs can also provide assistance or training programmes for individuals who want to learn entrepreneurship.

In order to increase the role of the family in entrepreneurship education, a synergy between the family, government and society is needed. Families should understand the importance of entrepreneurship and support individuals who want to learn it. The government and NGOs should provide the right support and programmes for individuals who want to start a business. With a good synergy between family, government and society, it is expected that entrepreneurship education can develop well and be able to improve people's welfare.

CONCLUSION

Based on the above analysis of the role of family in entrepreneurship education, it can be concluded that family plays a very important role in developing entrepreneurship, especially in providing the support and learning needed for individuals who want to start a business. The role of the family also helps to strengthen the development of social and managerial skills in entrepreneurship.

However, not all families have experience in entrepreneurship or have sufficient financial means to assist their children or other family members in running a business. Therefore, entrepreneurship education can also be conducted through formal education institutions such as schools, universities or other training institutions. The government or NGOs can also play a role in supporting entrepreneurship education by providing support in the form of training programmes, capital loans, or other assistance programmes for individuals who want to start a business.

As a suggestion, it is necessary to increase the role of the family in entrepreneurship education. This can be done by increasing family awareness and knowledge about entrepreneurship, as well as providing the support and learning needed for individuals who want to start a business. In addition, there is also a need for cooperation between families, government and society in supporting entrepreneurship education by providing the right support and programmes for individuals who want to start a business. Thus, entrepreneurship education can develop well and be able to improve the welfare of society.

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