

The Effect of Pedagogic Competency and Family Environment Towards Students Entrepreneur Character in Madrasah Aliyah Negeri (MAN) 1 Pekanbaru

Nurhidayati¹⁾
Sumarno²⁾
Sri Kartikowati³⁾

¹⁾ Student of Master of Economics Education, Riau University
^{2), 3)} Lecturer of Economics Education, Riau University

Abstract

This study was aimed to determine the effect of (1) pedagogic competence on entrepreneurship character of MAN 1 Pekanbaru students, (2) family environment to entrepreneurship character of MAN 1 Pekanbaru students, and (3) jointly pedagogic competence and family environment on student entrepreneurship character MAN 1 Pekanbaru. This research is descriptive research with quantitative approach. The population in this study was 118 students in MAN 1 Pekanbaru academic year 2017-2018, with a sample of 91 students. Sampling using Probability Sampling technique with simple random sampling type. Data collection techniques used is questionnaires. The prerequisite analysis test includes normality test, linearity test, multicollinearity test, and heteroscedasticity test. Data analysis technique with F test and T test. The result of this research shows that (1) there are positive and significant influence of Pedagogic Competence on Entrepreneurship Character of MAN 1 Pekanbaru students with t arithmetic (1,718) bigger than t table that is (1,671) and significance value less than 0,05 0,002, by 41.80%. (2) there is positive and significant influence of Family Environment on Student Entrepreneurship Character MAN 1 Pekanbaru with t count (1,767) bigger than t table (1,671) and its significance value less than 0,05 0,000, while its influence equal to 56,80% and together (3) there is a positive and significant influence Pedagogic and Family Environment Competence on Student Entrepreneur Character MAN 1 Pekanbaru with F arithmetic (15,530) is bigger than F table (3,110) and its significance value smaller than 0,05 i.e. 0,000 . The major contribution of Pedagogical and Family Environment Competencies simultaneously on Entrepreneurship Character is 24.4%.

Keywords: *Pedagogic Competency, Family Environment, and Entrepreneurial Character*

Introduction

Entrepreneurship development is one of the Ministry of National Education programs which in essence are the development of educational methodology that aims to build human beings who are creative, innovative, sportive and entrepreneurial character. This program is followed up by integrating learning methodology, character education, creative economic education, and entrepreneurship education into school curriculum (ministry of national education 2010). Based on the description of the Ministry of National

Education can be seen that the development of entrepreneur character can be realized through creative economic education.

In addition to the pedagogical skills of teachers and the Ministry of National Education programs educating students in entrepreneurship, the family environment also plays an important role in character development and student education. According Soerjono Soekanto (2004) argued that the family is where the main activities of an individual's life take place, so the family becomes the first and foremost institution in human resources development. Families can serve as education and

socialization for students. The family functions as an education concerning the role, guidance, and entrepreneurship-related skills that are beneficial to the student while the socialization function concerns the family function as a determining factor that greatly affects the quality of future generations including in the work chosen by the child as a student in the school. If the family in this case the parents give positive support to entrepreneurship then the child's interest will grow and form by itself. Buchari Alma (2013: 8) reveals that there are influences from self-employed parents, and owning a business has a tendency that their children will become entrepreneurs as well. This state of affairs often inspires children. Children who have an entrepreneur's parents or live in an entrepreneurial family environment will receive knowledge in the early days so as to shape attitudes and perceptions about the belief in entrepreneurship skills that will ultimately have the character of entrepreneurship.

The entrepreneurial character is the personality and personality that is formed from the education and the immediate environment to become an entrepreneur. The entrepreneurial character is very important to be owned by an entrepreneur because by having the entrepreneurial character of an entrepreneur will survive in a difficulty and business competition. A characteristic entrepreneur has a combination of elements of motivation, vision, communication, optimism, motivation, spirit, and ability to take advantage of business opportunities. Usually entrepreneurial entrepreneurship will be a pioneer in business, innovators, risk-bearers who have a vision of the future and have an advantage in achievement in the field of business (Daryanto: 2012). Achievement in the field of business is because of a strong impulse from within him

to obtain a goal because it likes to experiment to show freedom itself beyond the power of others. Creative and innovative capabilities that serve as tips, resource base, process and struggle to create added value with the courage to face the risk of giving birth to a strong confidence that further confidence creates an outstanding business achievement. Thus it can be said that entrepreneurial character is very important owned by an entrepreneur in this case is the student MAN 1 Pekanbaru.

A condition encountered in MAN 1 Pekanbaru is a taught entrepreneurial program has not been able to produce students who have attitude, character, and entrepreneurial behavior. This can be seen from the still low entrepreneurship character of students and still the lack of experience of students in entrepreneurship, so that the students' skills are also felt to be lacking. For that teacher as a party who convey and provide entrepreneurship subject matter should be able to develop the character of entrepreneur students through the material presented. The family environment is also not seen to give sufficient influence for the students in developing the character of entrepreneur, hence based on the condition, this research is directed to know further the competence of the teacher in improving entrepreneurship character of students through economic subjects and students' family environment influences to his entrepreneurial character.

Associated with the background, the formulations of the problem in this study are:

1. Is there any influence of teacher pedagogic competence on student entrepreneurship character of MAN 1 Pekanbaru?
2. Is there any influence of family environment on student entrepreneurship character of MAN 1 Pekanbaru?

3. How much influence the pedagogic competence and family environment together to the entrepreneurial character of the student MAN 1 Pekanbaru?

The research objectives here are:

1. To analyze the influence of teacher pedagogic competence on entrepreneurship character of MAN 1 Pekanbaru students.
2. To analyze the influence of the family environment on the entrepreneurial character of MAN 1 Pekanbaru students.
3. To analyze which factors have a great influence on entrepreneurship character of MAN 1 Pekanbaru students.

From this research, it is expected to give the following benefits:

1. for science

This research is expected to make a real contribution to science.

2. for researchers

This research is expected to give a deep understanding about the ability of teachers in developing the character of student entrepreneur.

3. For MAN 1 Pekanbaru

This research is expected to give effective contribution in the effort to know MAN 1 Pekanbaru in developing entrepreneur character.

Research Methods

This research uses descriptive research method with quantitative approach. This is because the purpose of this study is to obtain a picture of the competence of teachers and family environment on the character of entrepreneurship.

The location of this research is at State Madrasah Aliyah (MAN) 1 which is located on jl.Bandeng, Marpoyan Damai Sub-district, Pekanbaru City.

The population in this study is all students of class XII at Madrasah Aliyah Negeri (MAN) 1 which amounted to 118

students, and the number of samples of 91 students. The sampling technique using Probability Sampling technique with simple random sampling is a sampling technique that gives equal opportunity for every member of the population to be selected as sample member (Sugiyono, 2009).

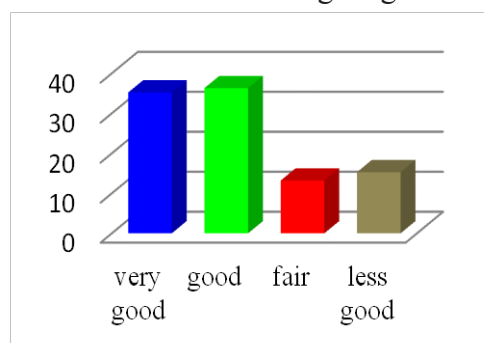
In this study the technique used for data collection is a questionnaire. Questionnaires are data collection techniques through the provision of a number of questions by making a list of questions in the form of questionnaires related to the study table. The form of questionnaire is closed, because the choice of answers set in this study consists of four choices of answers prepared.

Table 1. Classification Distribution frequency score Variable (X1)

No	Interval Score	Frekuensi	Percent age (%)	Category
1	86.79 <	28	30.8	verygood
2	76.38 ≤ x < 86.79	22	24.2	Good
3	66.27 ≤ x < 76.38	20	22.0	Fair
4	< 66.27	21	23.0	Less good
Total		91	100	

Source: Primary Data Results, 2017

The Pedagogic Competence can be illustrated in the following diagram



While the variable Y gives a significant contribution of 39.6% with a good predicate, as in the following table:

Table 2. Classification Distribution frequency score Variable (Y)

No	Interval Skor	Frekuensi	Persentase (%)	Kategori
1	86,79 <	27	29,7	very good
2	76,38 ≤ x < 86,79	36	39,6	good
3	66,27 ≤ x < 76,38	23	25,3	fair
4	< 66,27	5	5,4	Less good
Total		91	100	

Source: Primary Data Results, 2017

The above variables can be illustrated in the following diagram:

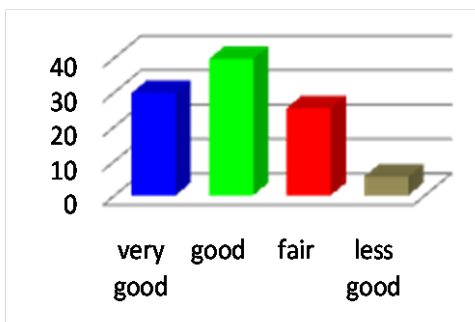


Figure 1. Variable Tendency Diagram (Y)

While t test is used to measure the effect partially between independent variables to the dependent variable by comparing the result of t-count value with t-table value with 95% significance level, where $\alpha = 5\%$ or $\alpha = 0,05$ with degree of freedom as the requirement to make a decision. From the data presented earlier, there are t count > t-table value with Sig < 0, 05, automatically H_0 rejected and H_a accepted.

While the F test using ANOVA to analyze each variable indicates that the

variables X1 and X2 simultaneously, this is based on F arithmetic $530.15 > F_{table}$ value 3.11 with Sig 0,000 < 0.05, which has an effect on the variable Y (Student Entrepreneurship Character).

Based on the above discussion can be interpreted that teacher Pedagogic Competence (variable X1) and Student Family Environment (variable X2) simultaneously give influence to the formation of Student Entrepreneur Character MAN 1 Pekanbaru (variable Y). The amount of influence of pedagogic competence of teacher (X1) on student entrepreneur character (Y), that is 0,002 means smaller than 0,05 or tcount bigger than ttable (1,718 > 1,671), while student family environment influence (X2) on student entrepreneur character formation MAN 1 Pekanbaru (Y), i.e. 0.000 means less than 0.05 or tcount greater than ttable (1.767 > 1.671) (see table 4.13, p.115).

Teacher pedagogic ability is the ability to manage learners' learning which includes planning, implementation of learning, evaluation of learning outcomes, and the development of potential learners. This contributes 41.80% of the 18 indicators to the Student Entrepreneurship Character (table 4.14, p. 116). While the Family Environment contributes a considerable influence that is 56.80% of 15 indicator points. One of the most influential is the family's mindset in determining the choice of the child, because the family is the starting point to lay the foundation of direction and purpose in one's life. Parents have a significant influence on their children and self-employment, and have their own business and tend to have the idea that their children will be like them, entrepreneurs.

Discussion of Research

Based on the results of the data through the table using SPSS format, each measured variable has significant relationship, both X1 (Pedagogic Teacher Competence), and X2 (Student Family Environment) and Student Entrepreneurship Character MAN 1 Pekanbaru. Variable X1 (Pedagogic Competency Teachers) has the highest percentage of 30.8% with very good criteria.

Conclusion

Based on the results of the discussion in chapter four, it can be taken some conclusions as follows:

1. The role of education of economic teachers in Madrasahs is very important in shaping the Student Entrepreneur Character. This is proven by the hypothesis test of teacher Pedagogic Competence variable influencing 41.80% towards Entrepreneurship Character. This answer from research question that pedagogic competence has positive influence to student entrepreneur character MAN 1 Pekanbaru.
2. Family Environment is also very decisive in the development of Student Entrepreneurial Character. This is proven by hypothesis test of student family environment variable equal to 56, 80%. This answer from research question that family environment have positive influence to student entrepreneur character MAN 1 Pekanbaru.
3. Pedagogical Competencies of teachers and Family Environment plays their respective roles in the formation of student entrepreneurial character. This is evidenced by the hypothesis test of the variables Pedagogic Competence and Family Environment simultaneously affect the Character of Entrepreneurship, amounted to 24.4%. In other words 75.66%

entrepreneurship character of students is influenced by other variables outside of the two variables in this study.

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