

Risma Sinaga

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The Influence of Parenting Patterns and Self-Concepts on Students' Entrepreneurial Interests

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Abstract

The purpose of this study is to know and analyze the influence of Parenting Patterns and Self-Concepts on Entrepreneurial Interests both partially and simultaneously. Research is included in quantitative descriptive research. The results showed there is a real influence of parenting patterns on entrepreneurial interests can be shown with the value of R square = 0.361 or 36.1 %. So, if the parenting pattern is raised it will increase the interest of students by 36.1% or the contribution of parenting patterns to entrepreneurial interests by 36.1%. The influence of self-concept on students' entrepreneurial interests can be shown by a value of R square= 0.347 or 34.7%. this means that the concept of self-concept to the entrepreneurial interests of students by 34.7% and the influence of parenting patterns and self-concepts have an influence on students' entrepreneurial interests by 36.3% and the remaining 63.7% is influenced by other factors that are not studied.

Keywords: Parenting Patterns; Self-Concepts; Entrepreneurial Interests

Introduction

High School as a secondary education that is one part of national education that aims to prepare students to become members of the community who have the ability to have a reciprocal relationship with the social environment, culture and the environment. High school graduate students are expected to be able to develop themselves professionally and independently in accordance with their competencies such as entrepreneurial interests. The entrepreneurial profession is one of the largest contributors to the nation's economic growth, with good economic growth contributing to the nation's progress. Meredith (2005:14), states that entrepreneurs are people who have the ability to see and assess business opportunities, gather and the resources needed to take advantage and take appropriate action to ensure success.

Parties that can increase entrepreneurial interests other than schools and the environment are families. The family has a very close relationship with the parenting pattern because in a family there is an interaction between parents and children. According to Moeljono (2002:123) The family is a microsystem environment, which determines the personality and mental health of the child. Families are closer in relation to children than to the wider community. It can therefore be described the relationship of

the three units as children - families - communities. It means society determines individuals. Thus, the family is a very important environment of the whole ward system.

¹⁴ Family is the smallest social unit that provides the primary foundation for the development of the child, also gives a decisive influence for the formation of character and personality of the child that is to stamp, which cannot be eliminated for the personality of the child. So, whether this family has a positive or negative impact on the child's growth to maturity. Family is a social environment that directly affects individuals and has a close relationship with parenting patterns.

Parenting as an effort to teach, educate and nurture children so that they grow into healthy, independent and responsible individuals in the community. Children are educated and directed in such a way by parents so that they are able to develop competencies for the sake of a career that can be done by them in the community. They are given the opportunity to choose a career path that suits their interests, talents and abilities. When parents already have a career in the field of entrepreneurship, then they will also be an example model for their children. Therefore, parenting will influence the choice of interest of children to model parents so that they become entrepreneurial in the future.

When the children have grown up, they will also make the decision to pursue a career as an entrepreneur. They have the freedom to develop all their potential in managing their business. They actualize all their competence in order to advance their business as best they can. With the achievement of good business progress, then one has a lot of income and is able to meet the needs of one's life.

Another factor that influences entrepreneurial interest is the concept of the child's self. The concept of self is not innate birth, but rather the result of learning. Since man knows his environment, he has learned many things about life. The formation of self-concept, through the learning process from childhood to adulthood and interactions that occur at that time will form the concept of the child's self. The environment, experiences and patterns of parenting will color the personality of the child including the concept of himself. The attitude or response of parents and the environment will be an information material for the child to assess who he or she is. Without the formation of the right self-concept, students will have difficulty in understanding themselves, including what are their advantages, weaknesses, interests, and talents.

Based on the preliminary observations found problems that there are some students who are not independent, lack confidence in giving ideas, and lack of discipline. The concept of self in the student is still less formed. Based on the observations of students, it appears that students tend not to be independent, afraid of misrepresented ideas, breaking rules, confident with their abilities or tend to use more time to do activities outside the classroom. The problems that have been presented above occur one of them because students are unable to understand themselves. The student's situation is certainly motivated by several factors that affect the student's self-concept. The concept of self is formed and developed from various experiences and social interactions starting from the family, school environment, and community. In other words, the concept of positive or negative self in a person cannot be separated from the factors that influence the formation and development of self-concept in the person.

Based on the data above obtained information that the number of students ¹⁶ as many as 33 students consisting of 18 male students and 15 female students. Students who have a positive self-concept in the form of positive self-image as many as 26 students, high self-esteem as many as 23 students, positive self-evaluation as many as 29 students, positive self-esteem as many as 29 students and positive self-acceptance as many as 29 students. While the concept of negative self consists of lacking confidence as many as 7 students, thinking badly as many as 9 students and demeaning, belittling and humiliating others as many as 7 students. One of the good self-understanding students is that students have a good self-concept, because the concept of self is an assessment of the state of oneself that is relatively difficult to change.

Table 1 Description of self-concept

Self-Concept	Men	Woman	Amount
High Self-Concept / Positive			
1) description of yourself that is positive	13	13	26
2) Price ourselves are high	11	12	23
3) Evaluate yourself the Positive	15	14	29
4) Find yourself the positive	16	13	29
5) Acceptance of self that is positive	15	14	29
Low / Negative Self- Concept			
1) Less believe diriKurang believe in yourself	5	2	7
2) Thinks badly about himself	7	2	9
3) Humiliating, belittling and humiliating others	4	3	7

The concept of self as an individual's view of himself both physically and psychically (Indra Darmawan, 2009). Wasty Sumanto, (2003) explains the concept of self is one's mind or perception of oneself. In other words, the concept of self is how people see themselves. Another opinion of Epstein, Brim (in Mudjiran, 2007) states that the concept of self is the opinion or feeling or description of one's own concerning the physical (material and body shape) as well as psychic (social, emotional, moral and cognitive).

High self-concept in children can be created if the family condition is characterized by integrity and high tolerance among family members. Also, by the attitude of a satisfied mother to a father-daughter relationship, supporting the trust and security of the child, a positive view of herself and towards her husband. The integrity and tolerance, as well as the positive attitude of the parents, will cause the child to view the parent as a successful figure and consider the father to be a close friend or a trustworthy person. Such a family condition can make the child become more confident in shaping all aspects in him because he has a trustworthy model.

Methodology

The type of research used in this research is quantitative research with a descriptive approach. Quantitative research is one type of research whose specifications are systematic, planned and clearly structured from the beginning until the creation of the research design. The method used in this study was a survey with correlational techniques. Survey research is a study conducted on large or small populations, but the data taken is data from samples taken from that population, so found relative events, distribution and relationships between sociological and psychological variables. The variables of this study are dependent variables (dependent variables) are Entrepreneurial Interests (Y) and free variables (independent variables) are Parenting Patterns (X1) and Self-Concepts (X2).

The data collection technique used is a questionnaire that is organized based on the prepared grid. The instrument used is a closed poll and uses a likert scale with 5 ranges each having a score.

Results and Discussion

1. Variable Data Description

According to Sugiyono (2010:148) descriptive statistics are used to look for the strong relationship between variables by comparing average sample and population data. In descriptive statistics

the presentation of data in the form of tables, mode calculations, medians, means, data calculations through average calculations and standard deviations.

a. Description of Parenting Pattern Variables

The results of statistical testing of the variety of parenting patterns are known that from two 20 (tens of question items) obtained an average amount value (mean) of 78.58 this means that the critical parent's parenting pattern variable falls into the category very well with a total median of 79.00 while for the total minimum value of 63 and the total maximum value of 93 with a difference of maximum and minimum value (range) of 30. In the variable Parenting pattern obtained a standard deviation value of 6.71.

b. Description of Self-Concept Variables

The results of statistical testing varied self-concept is known that from twenty items of questions obtained an average amount value (mean) of 78.74, this means that the variable of self-concept belongs to the category very well with a total median of 79.00 while for the total minimum value of 63 and the total maximum value of 92 with a difference of maximum and minimum value (range) of 29. In the self-concept variable obtained the standard deviation value (data dissemination value) of 6.54.

c. Description of Entrepreneurial Interest Variables

The results of statistical testing varied entrepreneurial interests are known that from twenty items of questions obtained the average amount value (mean) of 79.41, this means that entrepreneurial interest variables fall into the category very well with a total median of 79.00, while for the total minimum value of 64 and the total maximum value of 93 with a difference of maximum and minimum value (range) of 29. In the variable entrepreneurial interest obtained a standard deviation value (data dissemination value) of 7.05.

2. Data Categorization

After obtaining the data of each variable, then will be done data categorization, with categorization guidelines as Table 2.

Table 2 Categorization guidelines

Low	$X < 47$
Medium	$47 \leq X < 73$
High	$73 \leq X$

Source: Research data processing for 2021

The results of the categorization are as follows:

Table 3 Categorization results

Category	Parenting variable	Self -Concept variable	Entrepreneurial interest variable
	Total responden		
Low	0 Responden	0 Responden	0 Responden
Moderate	5 Responden	5 Responden	6 Responden
High	34 Responden	34 Responden	33 Responden

Based on the categorization results Table 3, it can be known that for the variables of parenting patterns, as many as 34 respondents scored with a high category, 5 respondents scored with a moderate category, and 0 respondents who scored low. Variable self-concept, as many as 34 respondents scored with a high category, 5 respondents scored with a moderate category, and 0 respondents who got a low score. Variable entrepreneurial interest, as many as 33 respondents scored with a high category, 6 respondents scored with a moderate category, and 0 respondents who got a low score.

3. Normality and Homogeneity of Data

a. Normality Test

Normality testing has the purpose of testing whether in the regression model, disruptive or residual variables have a normal distribution. The basis of normality testing is as follows:

- ✓ Normally distributed data if sig value (significance) > 0.05
- ✓ Abnormal distribution data if sig value (significance) < 0.05

The results of data normality are collected in Table 4.

Table 4 Normality test results

No.	Variable	Type of test	Results of significance	Conclusion
1	Parenting style	Kolmogorov-Smirnov Z	0.978	Data is normally distributed
2	Self-concept	Kolmogorov-Smirnov Z	0.367	Data is normally distributed
3	Entrepreneurial interests	Kolmogorov-Smirnov Z	0.995	Data is normally distributed

Based on the Table 4, it is known that all data variables are normally distributed because the Kolmogorov-Smirnov Z test result is greater than 0.05.

a. Homogeneity Test

The homogeneity test is intended to show that two or more groups of sample data come from populations that have the same variance.

1) Homogeneity of Entrepreneurial Interests with Parenting Style

Table 5 Homogeneity between interest in entrepreneurship and parenting

Levene Statistic	df1	df2	Sig.
6.447	9	17	.001

From the Table 5, it is known that the significance value of entrepreneurial interest based on the parenting variable is $0.001 > 0.05$, which means that the variable of entrepreneurial interest (Y) is based on the parenting style variable which has the same variance.

2) Homogeneity of Entrepreneurial Interest in Learning with Self-Concept

Table 6 Homogeneity of parenting style with entrepreneurial interest

Levene Statistic	df1	df2	Sig.
4.667	8	21	.002

From the table above, it is known that the significance value of entrepreneurial interest based on the Self-Concept variable is $0.02 > 0.05$, which means that the entrepreneurial interest variable (Y) is based on the variable (X2) Self-Concept has the same variance.

4. Hypothesis Testing

a. The Influence of Parenting Style on Entrepreneurial Interest

The first hypothesis reads "Parenting style has a significant effect on students' interest in entrepreneurship".

Based on the results of t-test calculations using SPSS 21.00, it is obtained t count of 4.573 and t table at $n = 39$ and $\alpha = 0.05$, it is obtained t table = 1.685 and a significance level of 0.00, thus $t \text{ count} > t \text{ table}$ or $4.573 > 1.685$ and a significance level of $0.00 < 0.05$ then H_0 is rejected and H_a is accepted. This means that the parenting style of parents has a significant contribution and influence on students' interest in entrepreneurship. The real effect of parenting style on entrepreneurial interest can be shown by the value of R square = 0.361 or 36.1%. So, if the parenting style is increased, it will increase students' interest in entrepreneurship by 36.1% or the contribution of parenting parents to entrepreneurial interest by 36.1%.

Table 7 The T test of the influence of parenting style on students' entrepreneurial interest Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	29.790	10.890		2.736	.010
Polaasuh	.631	.138	.601	4.573	.000

a. Dependent Variable: MInatUsaha

b. The Influence of Self-Concept on Entrepreneurial Interest

The second hypothesis reads "Self-concept has a significant effect on students' interest in entrepreneurship". Based on the results of the calculation of the t-test using SPSS 21.00 obtained t count of 4.437 and t table at $n = 39$ and $\alpha = 0.05$ obtained t table = 1.685 and a significance level of 0.00, thus $t \text{ count} > t \text{ table}$ or $4.437 > 1.685$ and a significance level of $0.00 < 0.05$ then H_0 is rejected and H_a is accepted. This means that the self-concept has a significant contribution and has a significant effect on students' interest in entrepreneurship.

Table 8 The t-test of the influence of self-concept on students' entrepreneurial interest Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.437	11.300		2.605	.013
	KonsepDiri	.635	.143	.589	4.437	.000

a. Dependent Variable: Entrepreneurial Interest

The influence of self-concept on students' interest in entrepreneurship can be shown by the value of R square = 0.347 or 34.7%. This means that the contribution of self-concept to students' interest in entrepreneurship is 34.7%.

c. F Test the Effect of Parenting Style and Self-Concept Together on Students' Entrepreneurial Interest

The F test aims to test or determine the effect of all independent variables on the dependent variable. To find out whether the independent variables together influence the dependent variable.

Table 9 F test effect of parenting style and self-concept collectively on student entrepreneurial interest

ANOVA ^b		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	686.703	2	343.351	10.277	.000 ^a
	Residual	1202.733	36	33.409		
	Total	1889.436	38			

a. Predictors: (Constant), Self-Concept, Parenting

b. Dependent Variable: Entrepreneurial Interest

Table 9 shows that parenting styles and self-concept simultaneously influence the interest in entrepreneurship. This can be seen from the calculated F value of 10,277 which is greater than the f table of 3.23. The significance value of 0.000 which is smaller than 0.05 indicates that together the parenting style and self-concept have a positive and significant effect on the entrepreneurial interest of students. The result of R square is 0.363. This means that the influence of the variable parenting style and self-concept on the entrepreneurial interest of students is 36.3%. These results indicate that parenting style and self-concept have an influence on students' entrepreneurial interest by 36.3% and the remaining 63.7% are influenced by other factors not examined.

Conclusion

Based on the above discussion, it can be concluded that:

1. The real effect of parenting style on entrepreneurial interest can be shown by the value of R square = 0.361 or 36.1%. So, if the parenting style is increased, it will increase students' interest in entrepreneurship by 36.1% or the contribution of parenting parents to entrepreneurial interest by 36.1%.

2. The influence of self-concept on students' interest in entrepreneurship can be shown by the value of R square = 0.347 or 34.7%. This means that the contribution of self-concept to students' interest in entrepreneurship is 34.7%.
3. Parenting style and self-concept have an influence on students' interest in entrepreneurship by 36.3% and the remaining 63.7% are influenced by other factors not examined.

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