

The Influence of Entrepreneurship Learning on the Readiness of Entrepreneurship Students to Become Successors in Family Business

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ABSTRACT

Succession is the most important thing in the sustainability of a family business. The transfer of family business management from the first generation to the next generation has an impact on the performance and development of the business. This study aims to analyze the extent to which entrepreneurial learning influences successor readiness in family businesses, so the identification in this study is as follows: What is the picture of the readiness of potential successors and the influence of entrepreneurial learning and How does entrepreneurship learning influence readiness to become a successor in a family business? This study uses a quantitative method with a quantitative descriptive approach. The population in this study was aimed at students of the Indonesian Education University, Tasikmalaya Campus, Entrepreneurship Study Program with a purposive sampling technique with the provision that they have a family business, so that the sample obtained was 30 respondents. Based on the results of the research conducted by researchers regarding the influence of entrepreneurial learning on the readiness of successors in family businesses, it shows positive results, meaning that there is a positive influence of entrepreneurial learning on the readiness of prospective successors. This can be seen from each indicator that is related to each other, which indicates that the better the entrepreneurial learning, the better the readiness of successors, conversely, if there is a lack of entrepreneurial learning, it can affect the lack of readiness of successors in family businesses.

Keywords: Family Business; Successor; Entrepreneurship; Entrepreneurship Learning.

INTRODUCTION

Family business is a form of business that involves some family members in ownership with a minimum percentage of 25%, with the condition that at least 2 family members serve as commissioners or directors (Susanto et al., 2008 in Hartanto (2019). The existence of this family business is a very interesting phenomenon to discuss. Family business is several members who serve together as owners and managers (Le Breton-Miller & Miller, 2022). Family business has a variety of subjects to explore in various studies, one of which is succession.

Succession is defined as a change of leadership between successive generations, involving family members and non-family members (Ramadani et al, 2017).

Succession is a process for the survival of the company. Handler in Family Business Succession (2018:25) describes succession as a transition consisting of four stages that occur in the successor's career. Succession planning must be prepared as early as possible by involving family members, especially potential successors to the throne (Assanto, 2014). In preparing potential succession, several factors need to be present that influence the running of the family business, namely: having characteristics as a leader, having competence and experience in the field they are engaged in (Ramdhani & Hoy, Context and Uniqueness of Family Business, 2015). These factors need to be added with five competency criteria that must at least be mastered as an individual (Moeheriono, 2012), namely: (1) Task skills, namely the skills to complete routine tasks according to established standards. (2) Task Management Skills, namely the skills in managing a series of different tasks that arise in their work. (3) Contingency Management Skills, namely the skills to take quick and appropriate action when a problem occurs. (4) Job Role Environment Skills, namely the skills to work together and maintain a comfortable work environment. (5). Transfer Skills, namely the skills to adapt to a new work environment and transfer the knowledge you have. With the existence of mature succession preparation planning, it is important to know so that the family business that was built with great difficulty can continue to exist from one generation to the next (Hayuni, 2020).

Based on the 2022 Daya Qarsa report, it shows that 95 percent of businesses in Indonesia are still categorized as family businesses. Family businesses also contribute 82 percent to Indonesia's gross domestic product. However, it is also known that only 13 percent of family businesses survive to the third generation. 70 percent of family businesses are also unable to survive to the second generation. One of the factors for failure in carrying out the succession of family businesses to the next generation is not preparing and planning. As a result, when the succession had to occur, it was done by force, the next generation accepted it in shock, and because they had not been given the opportunity, they did not know what to do, the succession failed completely. Likewise, in the Entrepreneurship Students of the Indonesian Education University, based on a survey we have conducted, out of 40 students, 50% felt unprepared to become successors to their family business. Most of them feel they cannot become a successor because they feel they do not have enough entrepreneurial knowledge.

Essel (2020) said that forming or building the right entrepreneurial mindset is still important to foster entrepreneurial intentions among the younger generation. It is also important to develop a strong entrepreneurial knowledge base to shape the thinking involved in entrepreneurial activities with the necessary information. Entrepreneurship education is obtained by students during college, the theory put forward by Zimmerer in Tangkeallo & Tangdialla (2021) one of the roles of universities in encouraging the growth of entrepreneurship in the country is to provide entrepreneurship education. Education in the business world aims to equip successors with knowledge and skills that are expected to be practiced directly in the family business (Dou et al. 2020). One of them is entrepreneurship education.

According to Adnyana and Purnami (2016:1169) Entrepreneurship education is defined as an educational program that is a source of entrepreneurial attitudes and overall interest in becoming successful entrepreneurs in the future. According to Shinta Wahyu Hati (2017:229) Entrepreneurship Education is a learning process carried out to instill an understanding of entrepreneurial values and attitudes in order to learn to be

creatively independent, in addition to providing provisions and experience in learning entrepreneurship. This entrepreneurship education is obtained through educational institutions. Educational institutions are one of the most important factors that can influence a person's attitude and personality besides the influence of other people, personal experiences, cultural influences, and mass media (Jahja 2013; Doriza Jannah, Yulastri, Maulida, and Patrisia, 2018).

Previous studies have shown that entrepreneurship learning has a positive influence on entrepreneurial readiness in general (Pratomo, 2021). The implementation of Entrepreneurship Education in universities can be an alternative effort to develop students' family businesses. Family business as one of the courses in the entrepreneurship study program that can equip students with an understanding and experience in developing and managing family businesses. Previous studies have shown that entrepreneurship learning has a positive influence on entrepreneurial readiness in general (Pratomo, 2021). The implementation of Entrepreneurship Education in universities can be an alternative effort to develop students' family businesses. Family business as one of the courses in the entrepreneurship study program can equip students with understanding and experience in developing and managing family businesses.

Based on the background above, this study aims to analyze the extent to which entrepreneurial learning influences successor readiness in family businesses, so the identification in this study is as follows: What is the picture of the readiness of potential successors and the influence of entrepreneurial learning and How does entrepreneurship learning influence readiness to become a successor in a family business?

The word learning comes from the word learn. According to Hermansyah et al. (2017: 105), "Learning is a process marked by changes in a person". According to Sugihartono in Hermansyah (2017: 105) states that "Learning is a process of gaining knowledge and experience in the form of changes in behavior and the ability to react relatively permanently or permanently due to the interaction of individuals with their environment". This process is called learning which means an act that makes people learn. Learning is an effort to teach students (students) through teaching and learning activities.

According to Chatib in Hermansyah (2017: 105), "Learning is a process of transferring knowledge from two directions, namely between educators (as sources of knowledge or information) and students (as recipients of information)". It can be said that learning is assistance from educators to students to obtain information. Entrepreneurship learning aims to form an entrepreneurial spirit in students. Furthermore, according to Syam (2018: 166), defines "entrepreneurship learning as the process of forming knowledge, skills, attitudes, and abilities in entrepreneurship".

Entrepreneurship learning aims to improve knowledge, skills, attitudes and abilities in entrepreneurship. Succession is the most important thing in the sustainability of a family business. The transfer of family business management from the first generation to the next generation has an impact on the performance and development of the business (Martini, 2018). Indicators used in the family business succession variable include confidence in selecting a successor candidate, unity of vision and mission of business actors with successor candidates, family support, and

confidence in the interests of successor candidates. Succession planning is a structured approach to planning ahead for leadership positions in family businesses (Oudah, Jabeen & Dixon, 2018). In family business, theories related to family relationships with entrepreneurial attitudes are interrelated. Based on research according to Miroshnychenko et al. (2020) the successor's attitude to become an entrepreneur is formed by his family. The child's desire to decide to become a successor is certainly due to motivation and belief, this is also inseparable from the support, trust, and guidance of parents with the hope that the family business can continue to survive and not fall into the wrong hands. In addition, of course, becoming a successor is an awareness of a child who has an interest in entrepreneurship (Kurniawan, Khafid, and Pujiati, 2016).

A family business is a business in which at least two generations are involved in production activities and the second generation can influence company policy (Setiawan & Susanto, 2018). The characteristics of a family business are that the number of shares owned by a single family member is more than 50% and the company is managed by the majority of family members and the majority shareholder (Bizri, 2016). In addition to the definition written above, the definition of a family business can also be distinguished from several criteria such as ownership, control, board of directors, management, recognition of the company itself, cross-generational succession, multiple generations, and family and business values (DiéguezSoto et al., 2015).

METHOD

This study uses a quantitative method with a quantitative descriptive approach. According to Sugiyono (2016) quantitative research is a type of research whose specifications are carried out systematically, planned, and clearly structured from the beginning to the end of the research design. The statistical analysis used in this study uses simple regression analysis.

The population in this study was aimed at students of the Indonesian Education University, Tasikmalaya Campus, Entrepreneurship Study Program with a purposive sampling technique with the provision that they have a family business, so that the sample obtained was 30 respondents.

The data collection technique used is to collect structured primary data using a questionnaire regarding "the influence of entrepreneurial learning on the readiness of prospective successors in family businesses". The closed questionnaire given to respondents contains statements that already have alternative answer choices and the questionnaire used contains statement items regarding the responses of UPI Tasikmalaya Campus students regarding the influence of entrepreneurial learning on the readiness to become successors in family businesses. The results of the respondents' responses will be given a value or weight based on a Likert scale. If arranged, the arrangement starts from strongly disagree to strongly agree. This range will produce data that can be processed into further research. The techniques used in this study are Validity Test and Reliability Test, Classical Assumption Test using the normality test, and linearity test, with simple linear regression analysis using SPSS.

FINDINGS AND DISCUSSION

The respondent profile in this study consisted of 30 entrepreneurship study program students who met the criteria for involvement in entrepreneurship education.

Based on gender characteristics, the majority of respondents were female, 20 people (66.7%), while 10 were male (33.3%). When viewed from the population, namely from entrepreneurship study program students, most of the respondents came from the 2022 batch with a total of 19 out of 64 people (63.3%). Meanwhile, the 2021 batch was represented by 2 out of 52 people (6.7%), the 2023 batch was 4 out of 76 people (13.3%), and the 2024 batch was 5 out of 124 people (16.7%). This profile shows that respondents are dominated by students with diverse entrepreneurship education experiences, which is the basis for analysis in measuring the effect of entrepreneurship education on succession readiness in family businesses. Based on the results of the validity test on the Entrepreneurship Learning variable, the calculated r value was above the r table for a significance of 0.05, namely 0.3494, so it can be concluded that the data in the questionnaire is valid. Based on the results of the validity test on the Entrepreneurship Learning variable, the calculated r value was above the r table for a significance of 0.05, namely 0.3494, so it can be concluded that the data in the questionnaire is valid.

Based on the results of the reliability test on the Entrepreneurship Learning variable, the calculated r value is above the r table for a significance of 0.05, which is 0.3494, so it can be concluded that the data on the questionnaire is reliable. Based on the results of the reliability test on the Entrepreneurship Learning variable, the calculated r value is above the r table for a significance of 0.05, which is 0.3494, so it can be concluded that the data on the questionnaire is reliable.

The results of the analysis show that the research instruments, both for the variables of Entrepreneurship Learning and Readiness to Become a Successor in a Family Business, are valid and reliable. The validity test shows that all questionnaire items have a calculated r -value greater than the r -table (0.3494), which means that the items measure what should be measured. In addition, the results of the reliability test for both variables show that the calculated r -values are 0.884 and 0.857, respectively, far above the r -table value, so it can be concluded that the instrument is consistent in its measurement.

Table 1. Descriptive Statistics

| Descriptive Statistics | | | | | |
|-------------------------------|----|---------|---------|---------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Relevansi materi pembelajaran | 30 | 13.00 | 25.00 | 21.1333 | 3.15937 |
| Metode dan aktivitas | 30 | 13.00 | 25.00 | 19.4333 | 3.14789 |
| Dampak | 30 | 15.00 | 25.00 | 20.7333 | 2.66437 |
| Valid N (listwise) | 30 | | | | |

Based on the descriptive results of 30 respondents, the dimension of relevance of entrepreneurship learning materials has the highest mean of 21.13, indicating that respondents generally feel that there is sufficient relevance of entrepreneurship learning materials. Meanwhile, other dimensions of methods and activities have the lowest mean of 19.43, indicating that respondents' perceptions of relevant entrepreneurship learning methods and activities are slightly lower than other dimensions. Meanwhile, the dimension of the impact of entrepreneurship learning has a mean of 20.73 in the middle of the preferences of respondents who answered the research questionnaire, which means that there is sufficient relevance of entrepreneurship learning materials

and the impact of entrepreneurship learning, but the methods and activities are not quite right in entrepreneurship learning.

Table 2. Descriptive Statistics

| Descriptive Statistics | | | | | |
|------------------------|----|---------|---------|---------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Pengetahuan | 30 | 17,00 | 25,00 | 20,8000 | 2,44103 |
| Keterampilan | 30 | 13,00 | 25,00 | 20,1333 | 2,84948 |
| Motivasi | 30 | 14,00 | 25,00 | 20,6667 | 3,27302 |
| Valid N (listwise) | 30 | | | | |

Based on the descriptive results of 30 respondents, it shows that the knowledge dimension of prospective successors has the highest mean of 20.8, indicating that in general respondents already have sufficient entrepreneurial knowledge as prospective successors. Meanwhile, another dimension of Skills has the lowest mean of 20.13, indicating that respondents' perceptions of skills as prospective successors are slightly lower than other dimensions. Meanwhile, the motivation dimension has a mean of 20.67, which is in the middle of the preferences of respondents who answered the research questionnaire, which means that there is knowledge and motivation that supports the readiness of prospective successors in the family business, however, skills do not fully support the readiness of prospective successors

One-Sample Kolmogorov-Smirnov Test

| | | Unstandardized Residual | |
|--|-------------------------|-------------------------|------|
| N | | 30 | |
| Normal Parameters ^{a,b} | Mean | .0000000 | |
| | Std. Deviation | 4.48118625 | |
| Most Extreme Differences | Absolute | .114 | |
| | Positive | .112 | |
| | Negative | -.114 | |
| Test Statistics | | .114 | |
| Asymp. Sig. (2-tailed) ^c | | .200 ^d | |
| Monte Carlo Sig. (2-tailed) ^e | Sig. | .395 | |
| | 99% Confidence Interval | Lower Bound | .382 |
| | | Upper Bound | .407 |

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Based on the results of the normality test, the interpretation that can be given is, because the asymp.sig value = 0.200 is greater than the significance value of 0.05, it can be concluded that the data is normally distributed.

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|-------|---------------------------|-----------------------------|------------|---------------------------|-------|-------|-------------------------|-------|
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | 20,087 | 6,932 | | 2,898 | .007 | | |
| | Entrepreneurship Learning | .677 | .112 | .752 | 6,032 | <.001 | 1,000 | 1,000 |

a. Dependent Variable: Readiness of Successor Candidate

Based on the results of the multicollinearity test, the interpretation that can be given is, because the Tolerance value = 1 is greater than the Tolerance limit of 0.1, and the VIF value = 1 is smaller than the VIF limit of 10, it can be concluded that there are no symptoms of multicollinearity in the data.

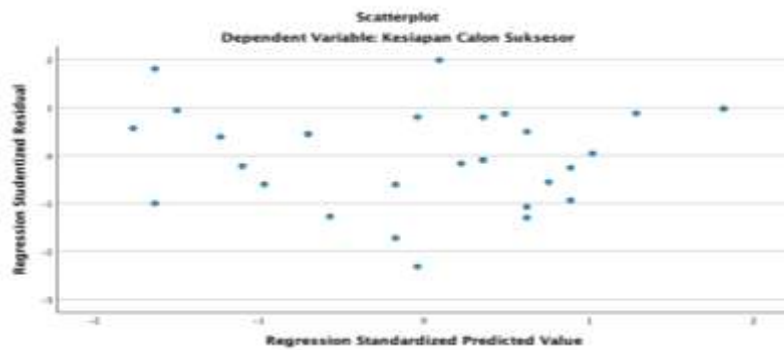


Figure 1. Heteroscedasticity Test

Based on the test results, the interpretation that can be given is, because the data is evenly distributed on the positive X axis and the positive Y axis, it can be concluded that there are no symptoms of heteroscedasticity in the data.

Regression Test

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|-------|---------------------------|-----------------------------|------------|---------------------------|-------|-------|-------------------------|-------|
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | 20,087 | 6,932 | | 2,898 | .007 | | |
| | Entrepreneurship Learning | .677 | .112 | .752 | 6,032 | <.001 | 1,000 | 1,000 |

a. Dependent Variable: Readiness of Successor Candidate

Based on the results of the regression test, the equation obtained is as follows.

$$Y = 20.087 + 0.677X$$

Where:

Y = Successor Candidate Readiness

X = Entrepreneurship Learning

The interpretation that can be given is, if entrepreneurship learning has a constant value, then the readiness of prospective successors will increase by 20,087 points, because the coefficient value of the entrepreneurship learning variable is positive, so if there is an increase in entrepreneurship learning, it will increase the readiness of prospective successors in the family business so that if there is an increase of 1 point in entrepreneurship learning, then the readiness of prospective successors increases by 0.677 points.

Significance Test

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized | t | Sig. | Collinearity Statistics | |
|-------|----------------------------|-----------------------------|------------|--------------|-------|-------|-------------------------|-------|
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | 20.087 | 6.932 | | 2.898 | .007 | | |
| | Pembelajaran Kewirausahaan | .677 | .112 | .752 | 6.032 | <.001 | 1.000 | 1.000 |

a. Dependent Variable: Kesiapan Calon Suksesor

ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|--------|--------------------|
| 1 | Regression | 756.850 | 1 | 756.850 | 36.390 | <.001 ^b |
| | Residual | 582.350 | 28 | 20.798 | | |
| | Total | 1339.200 | 29 | | | |

a. Dependent Variable: Kesiapan Calon Suksesor
b. Predictors: (Constant), Pembelajaran Kewirausahaan

Based on the results of the significance test using the t-test and f-test, it can be concluded that the sig value of 0.001 is smaller than the significance level of 0.05, so it can be concluded that entrepreneurial learning has a significant effect on the readiness of prospective successors in family businesses.

Coefficient of Determination

Model Summary^b

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .752 ^a | .565 | .550 | 4.56051 |

a. Predictors: (Constant), Entrepreneurship Learning

Based on the results of the determination coefficient test, the R-Square value was obtained, namely 0.565, so that the interpretation that can be given is that the entrepreneurial learning variable explains the variable of successor candidate readiness

by 56.5% and the remaining 43.5% are other variables that were not studied by the author.

The interpretation that can be given is the correlation test produces $r = 0.752$, which indicates a strong positive relationship between the two variables. The results of the significance test further support this finding, with a sig value <0.05 , which confirms that entrepreneurship learning significantly affects the readiness of prospective successors in family businesses. This study underlines the importance of entrepreneurship learning in preparing prospective successors in family businesses among students.

CONCLUSION

Based on the results of the research conducted by researchers regarding the influence of entrepreneurial learning on the readiness of successors in family businesses, it shows positive results, meaning that there is a positive influence of entrepreneurial learning on the readiness of prospective successors. This can be seen from each indicator that is related to each other, which indicates that the better the entrepreneurial learning, the better the readiness of successors, conversely, if there is a lack of entrepreneurial learning, it can affect the lack of readiness of successors in family businesses.

The results of the collection of respondents of the UPI Tasikmalaya Campus entrepreneurship student questionnaire regarding entrepreneurship learning are relevant, this is influenced by entrepreneurship learning materials that can be applied in preparing and continuing the sustainability of family businesses, although the learning methods and activities are still lacking due to the lack of field practice. Furthermore, the successors already have the readiness to continue the family business, this can be seen in terms of knowledge, skills, and motivation which have positive values, although when viewed the mean skills of the successors have the lowest average. As for the results of the analysis of entrepreneurial learning variables, the relevance of entrepreneurial learning that has the highest mean needs to be maintained by ensuring that it always studies or obtains relevant materials. This is very important to maintain the relevance of entrepreneurial learning. On the other hand, the methods and activities of entrepreneurial learning that have the lowest mean, need to be improved in the methods and activities of entrepreneurial learning that are clearer and more relevant so that individuals feel helped in learning entrepreneurship if the methods and activities used are clear enough.

The results of the regression analysis and significance test show that entrepreneurial learning has a positive and significant effect on the readiness of prospective successors in family businesses. When entrepreneurial learning increases, the readiness of prospective successors in family businesses will also increase proportionally. The significance test shows that this relationship has a very high level of significance, so it can be concluded that entrepreneurial learning is an important factor in supporting the readiness of prospective successors in family businesses. This is in line with research (Dou et al., 2020) which states that education in the business world is very important in order to equip successors with knowledge that is expected to be practiced directly in family businesses (Dou et al., 2020) and previous studies such as (Aulia Rehna Ramadhani: 2021) which discusses the influence of the entrepreneurial environment and entrepreneurship education on business success, which discusses the existence of several factors that support business success such as

environmental factors and education. (Heri Putra: 2024) which discusses the influence of entrepreneurship education on the sustainability of family businesses, where there is a relationship between entrepreneurship education and the sustainability of family businesses. (Rachel Evelyn Cahyadi: 2019) which discusses the analysis of corporate succession, where discussing the preparation of candidate succession can influence the success of corporate succession.

The relevance of entrepreneurship learning has the highest mean that needs to be maintained. Entrepreneurship learning is already relevant to one of the factors of readiness of prospective successors in family businesses. Entrepreneurship learning provides relevant materials for students to be ready to become successors to their family businesses. Methods and activities have the lowest mean, which means that methods in entrepreneurship learning need to be improved, such as using project-based methods or group discussion methods in solving problems. By using interesting methods, the activities in the learning will also be more interesting and will foster a sense of readiness in prospective successors. Further researchers are advised to explore what methods of entrepreneurship learning are effective in gaining a deeper understanding of entrepreneurship.

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