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## **Influence of Family Background on Islamic Entrepreneurial Skills among Students in Aceh's Islamic Higher Education Institutions**

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### **Abstract**

This study investigates the impact of family background on Islamic entrepreneurial competencies among students in Aceh's Islamic higher education institutions. Utilizing a quantitative survey, the research explores key variables such as the occupational backgrounds of both parents. The findings reveal two significant factors influencing students' Islamic entrepreneurial competencies: the occupational backgrounds of their fathers and mothers. However, the mother's influence is more prominent, particularly in shaping students' psychomotor competencies, while no significant effect was found on cognitive and affective domains. The study highlights the need to incorporate family influences into the broader framework of entrepreneurial education in Islamic institutions. It suggests that educational policies should not only focus on skill development but also engage families actively in the learning process. By integrating family support, these institutions can empower students to leverage their backgrounds, fostering both economic and spiritual development within the community.

**Keywords:** Family Institution, Islamic Entrepreneurial Skills, Higher Education, Aceh, Indonesia

### **Abstrak**

*Penelitian ini mengkaji pengaruh latar belakang keluarga terhadap kompetensi kewirausahaan Islami di kalangan mahasiswa pada perguruan tinggi Islam di Aceh. Dengan menggunakan metode survei kuantitatif, penelitian ini mengeksplorasi variabel-variabel utama seperti latar belakang pekerjaan ayah dan ibu. Temuan menunjukkan bahwa terdapat dua faktor signifikan yang memengaruhi kompetensi kewirausahaan Islami mahasiswa, yaitu latar belakang pekerjaan ayah dan ibu. Namun, pengaruh ibu lebih dominan, terutama dalam membentuk kompetensi psikomotorik mahasiswa, sementara tidak ditemukan pengaruh yang signifikan terhadap ranah kognitif dan afektif. Penelitian ini menyoroti pentingnya memasukkan pengaruh keluarga ke dalam kerangka pendidikan kewirausahaan yang lebih luas di institusi pendidikan Islam. Penelitian ini menyarankan agar kebijakan pendidikan tidak hanya berfokus pada pengembangan keterampilan, tetapi juga secara aktif melibatkan keluarga dalam proses pembelajaran. Dengan mengintegrasikan dukungan keluarga, institusi pendidikan Islam dapat memberdayakan mahasiswa untuk memanfaatkan latar belakang mereka, guna mendorong pembangunan ekonomi dan spiritual dalam masyarakat.*

**Kata kunci:** *Institusi Keluarga, Keterampilan Kewirausahaan Islami, Pendidikan Tinggi, Aceh, Indonesia*

### **Introduction**

The development of entrepreneurship among university students is a key strategy for boosting economic growth and fostering community independence.<sup>1</sup> However, several factors can influence students' entrepreneurial competencies, with family background being a notable one. A positive family background can provide moral support,<sup>2</sup> resources, and valuable experiences that encourage individuals to cultivate interest and skills in entrepreneurship. The family environment plays a crucial role in shaping entrepreneurial interests,<sup>3</sup> and abilities,<sup>4</sup> and meaningful<sup>5</sup>. According to the previous studies, individuals that come from supportive and

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<sup>1</sup>Moch. Khoirul Anwar et al., "Business Success of Asnāf Women's Entrepreneur: An Islamic Law Perspective," *AL-IHKAM: Jurnal Hukum & Pranata Sosial* 19, no. 1 (2024), p. 1–26.

<sup>2</sup>Muhammad Dairobi et al., "Studi Tentang Minat Berwirausaha Ditinjau Dari Pendidikan Kewirausahaan, Religiusitas, Dan Lingkungan Keluarga," *Jurnal Manajemen Dinamis* 6, no. 2 (2024), p. 199–215.

<sup>3</sup>Tjokorda Gde Agung Wijaya Kesuma Suryawan and Ni Nyoman Intan Ratna Dewi, "Analisis Pengaruh Pengetahuan Kewirausahaan Dan Lingkungan Keluarga Terhadap Minat Berwirausaha Siswa Kelas XII SMKN 1 Gianyar," *Jurnal Penelitian Dan Pengabdian Kepada Masyarakat Universitas Ngurah Rai* 16, no. 1 (2024), p. 1–20.

<sup>4</sup>Imam Mabur et al., "Faktor-Faktor Yang Mempengaruhi Minat Berwirausaha Pada Mahasiswa : Sebuah Kajian Literatur," in *Seminar Nasional Paedagogia*, vol. 4 (2024), p. 382–398.

<sup>5</sup>Saminan Saminan et al., "Acehnese Ethnoscience As an Interdisciplinary Approach in Physics Education: Innovating in the Era of Merdeka Belajar," *Jurnal Ilmiah Peuradeun* 12, no. 3 (2024), p. 1071–98.

entrepreneurial families typically have higher motivation and are better equipped to establish their own business ventures.<sup>6</sup>

Aceh, a province in Indonesia with a predominantly Muslim population, holds significant potential for the development of Islamic entrepreneurship. In Acehnese society, traditional narratives, often sung as lullabies or featured in Acehnese songs, along with wise sayings recited during customary ceremonies like “*peutron aneuk dan peucicap aneuk*”, include prayers and blessings such as “...*beumeutuwah, beumeubahgia, beu malem, beu kaya, beumudah raseuki, beuseulamat iman, beuseujahteura, beu jroh ke agama dan bangsa...* (...may you be prosperous, happy, devout, wealthy, abundant in sustenance, firm in faith, peaceful, and dedicated to religion and nation ...).<sup>7</sup> However, several challenges persist, including low levels of entrepreneurial skills and insufficient support from family environments.<sup>8&9</sup> Apart from that, the community’s high unemployment rate and poor economic status are significant barriers to enhancing the standard of living.

Previous research on the topic of entrepreneurial competence has explored the influence of Islamic values on the entrepreneurial intentions of students in Indonesia, with entrepreneurial inspiration and attitude playing a mediating role. This study utilized data from 381 Islamic boarding school (*pesantren*) students in Indonesia who had undergone both entrepreneurial education and practical experience.<sup>10</sup> Further research on family and entrepreneurship revealed a significant contribution of Chinese-Indonesian family-run small and medium enterprises (SMEs) in maintaining business sustainability through effective preservation strategies, with broader social implications for strengthening the nation’s economy and social welfare.<sup>11</sup> More recent studies highlight that fostering a communicative and supportive household environment, along with cultivating mutual trust between spouses, plays a key role.<sup>12</sup> However, there is a gap in the literature, as no studies have explicitly examined the influence of family factors on Islamic entrepreneurial competence.

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<sup>6</sup>Muhammad Sukron Djazilan and Didit Darmawan, “Entrepreneurship Education and Family Support: The Determinants That Appear Entrepreneurship Interest for Students,” *ISSE International Journal of Service Science, Management, Engineering, and Technology* 1, no. 2 (2022), p. 26–30.

<sup>7</sup>Nurlaila, “Upacara Adat Peutron Aneuk Dan Peucicap Dalam Masyarakat Aceh,” *Itqan: Jurnal Ilmu-Ilmu Kependidikan* IV, no. 2 (2013), p. 179–190.

<sup>8</sup>“Wirausahawan Harus Kreatif Dan Inovatif,” Pemerintah Aceh, accessed March 20, 2014, <https://acehprov.go.id/berita/kategori/ekonomi/wirausahawan-harus-kreatif-dan-inovatif>.

<sup>9</sup>Abdul Kadir et al., “Women and Family Based Voter Education Strategy to Increase Community Participation in Elections in Buton, Indonesia,” *Samarah* 8, no. 3 (2024), p. 1346–71.

<sup>10</sup>Agus Wibowo et al., “Does Islamic Values Matter for Indonesian Students’ Entrepreneurial Intention? The Mediating Role of Entrepreneurial Inspiration and Attitude,” *Journal of Islamic Accounting and Business Research* 13, no. 2 (2022), p. 242–63.

<sup>11</sup>Mudrajat Kuncoro and Sari Wahyuni, “Nurturing Transgenerational Entrepreneurship in Ethnic Chinese Family SMEs: Exploring Indonesia,” *Journal of Asia Business Studies* 13, no. 2 (2019), p. 294–325.

<sup>12</sup>Afif Muamar et al., “Family and Creative Economy in Sunan Gunung Djati Religious Tourism Area, Cirebon, Indonesia,” *El-Usrah* 7, no. 1 (2024), p. 1–18.

This study aims to examine the influence of family background on the Islamic entrepreneurial competence of students at Islamic Higher Education Institutions (PTKI) in Aceh. To achieve this objective, the research employs a quantitative approach, utilizing T-tests and F-tests with the assistance of SPSS version 2.1 to measure the effect of family background on the entrepreneurial competence of students in Aceh's PTKI. Data were collected through questionnaires distributed to students sampled from four PTKI institutions in Aceh.<sup>13</sup> The competency aspects measured in this study include affective, cognitive and psychomotor competencies.<sup>14</sup>

The sampling technique used in this study was Proportionate Stratified Random Sampling,<sup>15</sup> with a total sample size of 755 PTKI students in Aceh. The results of the validity and reliability tests on the instrument showed that all calculated R-values were greater than the critical R-value at a 5% significance level, indicating that all items in the questionnaire were valid and reliable, and therefore suitable for use.

After data collection, prerequisite tests were conducted. First, the normality test using the Kolmogorov-Smirnov method showed a significance value of 0.26, which is greater than 0.05, indicating that the data for all variables were normally distributed. Second, the linearity test showed an F-value of 67.487 with a p-value < 0,05, indicating a linear relationship between the variables. Based on these two prerequisite tests, the data were deemed suitable for further analysis using multiple linear regression to determine the presence or absence of significant effects.<sup>16</sup>

This study holds significant value as it contributes to the development of Islamic entrepreneurial competence in Aceh. By understanding the influence of family background, educational institutions<sup>17</sup> and communities can devise more effective strategies to enhance students' entrepreneurial skills. Additionally, the findings can provide valuable insights for the government and relevant organizations in developing programs that support the growth of Islamic entrepreneurship.<sup>18</sup> The study also offers a clearer understanding of how family background affects the entrepreneurial competence of students at PTKI in Aceh and provides practical recommendations for improving entrepreneurial skills among these students.

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<sup>13</sup>EMK Alidar et al., "Non-Muslim Perception of Sharia Banking Products and Services in Aceh, Indonesia," *AHKAM: Jurnal Ilmu Syariah* 24, no. 1 (2024).

<sup>14</sup>Fraulein Intan Suri and Henry Iwansyah, "Analysis of Relationship between Religious Knowledge, Attitude, and Behaviour of Islamic Universities Female Students towards the Halalness of Cosmetic and Wear Products," *Al-'Adalah* 21, no. 2 (2024), p. 271–98.

<sup>15</sup> Muslich Anshori, and Sri Iswati, *Metodologi Penelitian Kuantitatif: Edisi 1* (Airlangga University Press, 2009).

<sup>16</sup>Joe F. Hair et al., "Partial Least Squares Structural Equation Modeling (PLS-SEM): An Emerging Tool in Business Research," *European Business Review* 26, no. 2 (2014), p. 106–21.

<sup>17</sup>Nicho Hadi Wijaya, "The Challenges of Sharia Pawnshops in Indonesia in The Era of The Industrial Revolution 4.0," *El-Mashlahah* 12, no. 1 (2022), p. 52–69.

<sup>18</sup>Muhammad Deni Putra et al., "When the Sacred Meets the Market: The Commodification of Islamic Housing in Lima Puluh Kota, West Sumatra," *Journal of Islamic Law* 6, no. 1 (2025), p. 135.

### Entrepreneurship Education Process in Families in Aceh

In general, family background has a substantial influence on the entrepreneurial intentions and skills among young people. Students from entrepreneurial families tend to demonstrate higher entrepreneurial intent compared to those without such a background.<sup>19</sup> Supportive family occupations and educational experiences are closely linked to fostering entrepreneurial intentions.<sup>20</sup> Although gender does not play a significant role in shaping entrepreneurial intent, having a family business background emerges as a crucial factor in determining entrepreneurial aspirations.<sup>21</sup>

In Islamic teachings, economic resilience within the family is given specific considerations. In Aceh, entrepreneurial education is instilled early within families. Parents are responsible for nurturing and providing for their children, ensuring their needs are met according to their abilities, including financial, educational, and health needs.<sup>22</sup> To pass on Islamic values in entrepreneurship, Acehese families use oral traditions such as “*peurateb aneuk*”, where parents sing songs containing Islamic advice related to faith, morals, worship, social responsibilities, and perseverance.<sup>23</sup> In Acehese culture, besides the family, Islamic boarding schools also play an important role in transferring entrepreneurial attitudes holistically by integrating spiritual values and external practices through daily religious activities, thus forming a strong moral foundation for ethical and sustainable entrepreneurship.<sup>24</sup>

Another effort to strengthen entrepreneurial understanding within Acehese families is through financial literacy education, where children are taught to manage finances from an early age.<sup>25</sup> In the context of economic resilience, families within the Jamaah Tabligh community in Aceh practice this by ensuring they meet the essential needs (*daruriyyah*) and supplementary needs (*hajiyyah*) through savings, support from other members of the community, and additional income from the

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<sup>19</sup>Maria-Ana Georgescu and Emilia Herman, “The Impact of The Family Background on Students’ Entrepreneurial Intentions: An Empirical Analysis,” *Sustainability* 12, no. 11 (2020).

<sup>20</sup>Charlie Andani and Ida Puspitowati, “The Influence of Entrepreneurial Education and Family Background on Entrepreneurial Intention That Is Moderated By Gender,” *International Journal of Application on Economics and Business* 1, no. 4 (2023), p. 2123–2131.

<sup>21</sup>Sapna Parihar, “Entrepreneurial Intent: Exploring the Roles of Gender and Family Business Background,” *International Journal of Marketing & Business Communication* 6, no. 4 (2017), p. 28–37.

<sup>22</sup>Miftahul Jannah, “Konsep Keluarga Idaman Dan Islami,” *Gender Equality: International Journal of Child and Gender Studies* 4, no. 5 (2018), p. 87–102.

<sup>23</sup>Nurhayati, “The Inheritance of Islamic Education Values Through Oral Tradition of Peurateb Aneuk in Aceh,” *International Journal on Language, Research and Education Studies* 1, no. 1 (2017), p. 148–164.

<sup>24</sup>Abubakar Abubakar et al., “The Indonesian Journal of the Social Sciences Integrating Entrepreneurial Values into Faith-Based Education: A Study of Traditional Pesantren in Aceh,” *Jurnal Ilmiah Peuradeun* 13, no. 2 (2025), p. 1421–46.

<sup>25</sup>Rahmawati, Khairul Hasyimi, and Rizka Rahayu, “Upaya Meningkatkan Literasi Keuangan Pada Siswa Sekolah Di Desa Keulilee Aceh Utara,” *Malik Al- Shalih: Jurnal Pengabdian Masyarakat* 2, no. 1 (2023), p. 17–24.

wives of Jamaah Tabligh members.<sup>26</sup> Thus, by implementing Islamic principles in entrepreneurship, parents can significantly increase their family's financial resiliency.

### The Concept of Islamic Entrepreneurial Competence

Islamic entrepreneurial competence is a key aspect that students must master. In the curriculum of PTKI, entrepreneurship has become one of the core subjects, with the goal of fostering Islamic-based entrepreneurial competence among students.<sup>27&28</sup> . The strategic role of educational institutions in improving entrepreneurial competencies includes cognitive, affective, psychomotor, social, pedagogical, emotional and transversal aspects, which equip them with business skills as well as character development, interpersonal skills, and critical and adaptive thinking in facing future challenges.<sup>29</sup>

Islamic entrepreneurial competence is assessed through Islamic business ethics and Bloom's taxonomy of educational objectives.<sup>30</sup> In Islam, entrepreneurship must be grounded in Islamic legal principles, with the concepts of *hablun min Allah* (relationship with God) and *hablun min al-nas* (relationship with others) as foundational elements.<sup>31</sup> Key indicators include working for the sake of Allah, trust in Him (*tawakkul*), creativity, honesty (*siddiq*), trustworthiness (*amanah*), communicative (*tabligh*), and wisdom (*fatanah*).<sup>32</sup>

Using Bloom's taxonomy, entrepreneurial competence is measured across cognitive, affective, and psychomotor domains.<sup>33</sup> The cognitive domain assesses students' knowledge and understanding of Islamic entrepreneurship concepts. The affective domain evaluates their attitudes and ethics in line with Islamic

<sup>26</sup>Muhammad Dayyan, Ainun Mardhiah, and Masdalifah Sembiring, "Da'Wah Experience, Spiritual, and Economic Resilience of Jamaah Tabligh in Langsa," *Jurnal Ilmiah Islam Futura* 19, no. 2 (2019), p. 203–20.

<sup>27</sup>Lailatussaadah, Asyraf Isyraqi Bin Jamil, and Fakhrul Adabi Bin Abdul Kadir, "Designing and Assesing an Islamic Entrepreneurship Education Model for Islamic Higher Education (IHE)," *Islam Futura* 23, no. 1 (2023), p. 38–59.

<sup>28</sup>Lailatussaadah et al., "Mapping TPACK Components in the Implementation of Edupreneur-Profiled Curriculum at Teacher Training and Education Institutions in Aceh," *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah* 8, no. 2 (2023).

<sup>29</sup>Furqanisah, "Entrepreneurship Education In Improving Students ' Competencies ; Competency-Based Perspective," *DeSultana: Journal Education and Social Science* 02, no. 01 (2024), p. 45–63.

<sup>30</sup>Supriyadi Supriyadi et al., "Legal Effectiveness of Halal Product Certification in Improving Business Economics in Indonesia and Malaysia," *Al-Ahkam* 34, no. 1 (2024), p. 193–220.

<sup>31</sup>Dwi Prasetyani, *Kewirausahaan Islami* (Surakarta: Djiwa Amarta Press, 2020).

<sup>32</sup>Ika Yunia Fauzia, *Islamic Entrepreneurship, Kewirausahaan Berbasis Pemberdayaan* (Depok: Rajawali pers, 2019).

<sup>33</sup>Lorin W. Anderson, David R. Krathwohl, and Benjamin Samuel Bloom, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (Addison Wesley Longman, Inc., 2001).

entrepreneurial values, while the psychomotor domain measures their practical skills and application in entrepreneurship.<sup>34</sup>

The analysis of family occupational background focuses on the professions of both the father and mother. Islamic entrepreneurial competence is then categorized into three domains: affective, cognitive, and psychomotor.

**a. The influence of father's and mother's occupational background on Islamic Entrepreneurship Competence in the affective domain of PTKI Aceh students**

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.433	.036		96.693	.000
1 Father	.001	.010	.002	.065	.948
Mother	-.009	.006	-.060	-1.643	.101

a. Dependent Variable: MEAN\_AFFECTIVE\_DOMAIN

The influence of the father's occupational background on the affective domain of Islamic entrepreneurial competence among students at PTKI Aceh was analyzed using a sample size (n) of 775 and a number of variable x (K) of 2. This resulted in the value of  $t_{table} = t(\alpha/2; n-k-1) = t(0.025; 775-2-1) = t(0.025; 772) = 1,960$ . The significance value for the influence of the father's background ( $X_1$ ) on the affective domain ( $Y_1$ ) was found to be  $0,948 > 0,005$ , and the calculated T-value was  $0,065 < 1,960$ . Therefore, the null hypothesis ( $H_1$ ) is rejected, indicating that there is no significant influence of the father's occupational background on the affective domain of Islamic entrepreneurial competence among PTKI students in Aceh.

Similarly, the influence of the mother's occupational background on the affective domain of Islamic entrepreneurial competence among PTKI students in Aceh was analyzed. For variable  $X_2$ , the sig. value for the influence of the mother's background ( $X_2$ ) on the affective domain ( $Y_1$ ) was  $0,101 > 0,05$ , and the calculated T-value was  $-1,647 < 1,960$ . Therefore, the null hypothesis ( $H_1$ ) is rejected, indicating that there is no significant influence of the mother's occupational background on students' affective entrepreneurial competence.

Furthermore, in the F-test, it was found that there is no simultaneous influence of both the father's and mother's occupational backgrounds on the affective domain of Islamic entrepreneurial competence among PTKI students in Aceh.

<sup>34</sup>Endeh Suhartini et al., "Analysis of Halal Certification for Micro and Small Business Actors from the Perspective of Maslahah Principles and Legal Certainty," *Al-'Adalah* 21, no. 2 (2024).

ANOVA<sup>a</sup>

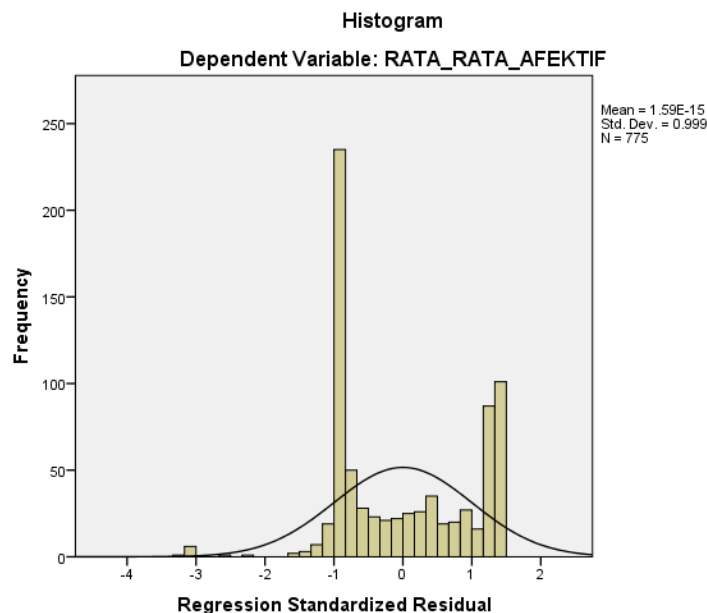
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	.520	2	.260	1.378	.253 <sup>b</sup>
1 Residual	145.569	772	.189		
Total	146.088	774			

a. Dependent Variable: MEAN\_AFFECTIVE\_DOMAIN

b. Predictors: (Constant), Mother, Father

The  $F_{table}$  value was calculated as  $F(k; n-k) = F(2; 775-2) = F(2; 773) = 3,00$ . Based on the data, the significance value of  $X_1$  (father's background) and  $X_2$  (mother's background) on  $Y_1$  (affective competence) was  $0,253 > 0,05$ , and the calculated  $F_{value}$  was  $1,378 < F_{table} 3,00$ . Therefore, it can be concluded that the father's and mother's occupational backgrounds ( $X_1$  and  $X_2$ ) do not have a simultaneous effect on the affective domain of Islamic entrepreneurial competence ( $Y_1$ ).

The curve below illustrates the hypothesis area, showing that the regression standardized residual values for  $X_1$  (father's background) and  $X_2$  (mother's background) fall within the T-table range of 1,960 and -1,960. This indicates that both variables lie within the rejection area of the hypothesis. As a result, it can be concluded that the occupational backgrounds of the father and mother do not have an effect on students' affective entrepreneurial competence.



In conclusion, there is no significant influence of either the father's or mother's occupational background on the affective domain of Islamic entrepreneurial competence among PTKI students in Aceh. However, the mother's background appears to have a slightly lesser influence than the father's. Additionally,



when analyzed simultaneously, there is no combined effect of the parents' occupational backgrounds on the students' affective entrepreneurial competence.

**b. The influence of father's and mother's background on entrepreneurial cognitive abilities**

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.416	.036		95.993	.000
Father	-.003	.010	-.013	-.345	.730
Mother	-.008	.006	-.050	-1.359	.175

a. Dependent Variable: MEAN\_COGNITIVE\_DOMAIN

There is no significant influence of the father's occupational background on the cognitive domain of Islamic entrepreneurial competence among students. The significance value for the influence of the father's background ( $X_1$ ) on cognitive competence ( $Y_2$ ) was  $0,730 > 0,005$ , and the calculated T-value was  $-0,345 < 1,960$ . Thus, the null hypothesis ( $H_1$ ) is rejected, indicating no effect of the father's background on students' cognitive competence in Islamic entrepreneurship.

Similarly, the mother's occupational background also showed no significant influence on students' cognitive competence. For variable  $X_2$ , the significance value was  $0,175 > 0,05$ , and the T-value was  $-1,359 < 1,960$ , leading to the rejection of  $H_1$ . Therefore, there is no influence of the mother's background on students' cognitive competence.

Additionally, the F-test results show that, when considered together, both the father's and mother's occupational backgrounds have no simultaneous effect on students' cognitive competence in Islamic entrepreneurship.

**ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.418	2	.209	1.104	.332 <sup>b</sup>
Residual	146.280	772	.189		
Total	146.699	774			

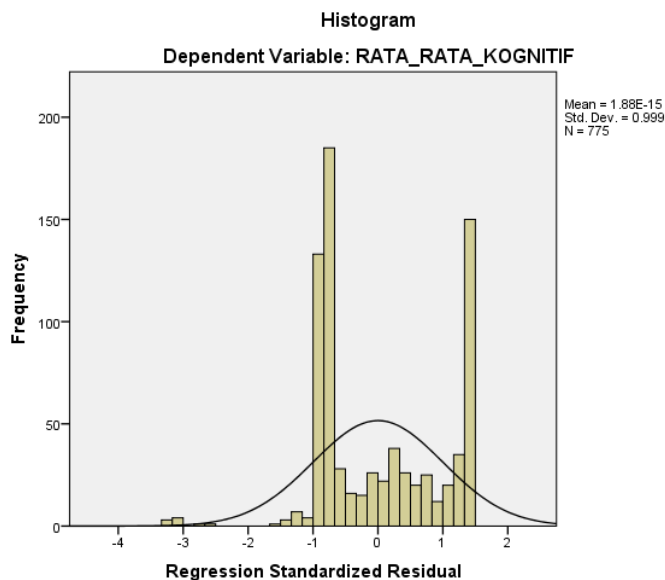
a. Dependent Variable: MEAN\_COGNITIVE\_DOMAIN

b. Predictors: (Constant), Mother, Father

The  $F_{table}$  value was calculated as  $F(k; n-k) = F(2; 775-2) = F(2; 773) = 3,00$ . Based on the data, the significance value of  $X_1$  (father's background) and  $X_2$  (mother's background) on  $Y_2$  (cognitive competence) was  $0,332 > 0,05$ , and the calculated  $F_{value}$  was  $1,104 < F_{table} 3,00$ . Therefore, it can be concluded that  $X_1$  and  $X_2$

do not have a simultaneous influence on  $Y_2$  (cognitive competence in Islamic entrepreneurship).

The following curve illustrates the hypothesis area, showing that the regression standardized residual values for  $X_1$  (father's background) and  $X_2$  (mother's background) fall within the T-table range of 1,960 and -1,960. This indicates that both variables lie in the hypothesis rejection area. As a result, the father's and mother's occupational backgrounds do not have an influence on the cognitive domain of Islamic entrepreneurial competence among PTKI students in Aceh.



The data above indicates that the occupational backgrounds of both the father and mother influence the cognitive competence of Islamic entrepreneurship among PTKI students in Aceh. However, the mother's occupational background has a greater impact compared to the father's. Meanwhile, there is no simultaneous influence of the father's and mother's occupational backgrounds on the cognitive competence of Islamic entrepreneurship among PTKI students in Aceh.

**c. The influence of father's and mother's background on the psychomotor ability of Islamic Entrepreneurship of PTKI Aceh students**

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.440	.031		112.174	.000
Father	-.008	.009	-.032	-.889	.374
Mother	-.013	.005	-.095	-2.624	.009

## a. Dependent Variable: MEAN\_PSYCHOMOTOR\_DOMAIN

The analysis shows that there is no significant influence of the father's occupational background on the psychomotor domain of Islamic entrepreneurial competence among students. The significance value for the father's background ( $X_1$ ) on psychomotor competence ( $Y_3$ ) was  $0,374 > 0,05$ , and the T-value was  $-0,889 < 1,960$ . Therefore, the null hypothesis ( $H_1$ ) is rejected, indicating no influence of the father's background on students' psychomotor competence in Islamic entrepreneurship.

On the other hand, the mother's occupational background does have an influence on students' psychomotor competence in Islamic entrepreneurship. The significance value for the mother's background ( $X_2$ ) was  $0,009 > 0,05$ , and the T-value was  $-2,624 < 1,960$ . Therefore, the null hypothesis ( $H_0$ ) is rejected, meaning that the mother's occupational background has a significant effect on psychomotor competence, with a greater impact than the father's background.

However, when considered simultaneously, there is no significant combined influence of both the father's and mother's occupational backgrounds on the psychomotor competence of Islamic entrepreneurship among students at PTKI in Aceh.

ANOVA<sup>a</sup>

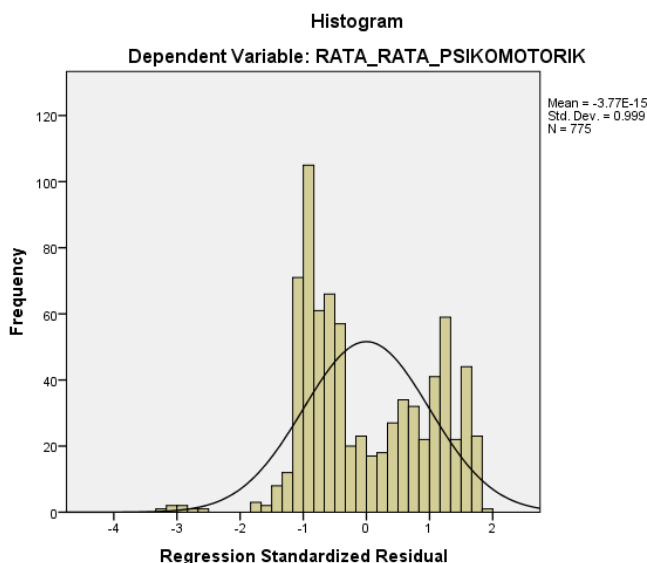
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1.240	2	.620	4.405	.013 <sup>b</sup>
Residual	108.619	772	.141		
Total	109.859	774			

## a. Dependent Variable: MEAN\_PSYCHOMOTOR\_DOMAIN

## b. Predictors: (Constant), Mother, Father

The  $F_{table}$  value is calculated as  $F(k; n-k) = F(2; 775-2) = F(2; 773) = 3,00$ . Based on the data, the significance value for  $X_1$  (father's background) and  $X_2$  (mother's background) on  $Y_3$  (psychomotor competence) is  $0,013 < 0,05$ , and the calculated  $F_{value}$  is  $4,405 > F_{table} 3,00$ . Therefore, it can be concluded that there is a simultaneous influence of  $X_1$  and  $X_2$  on  $Y_3$ .

The curve illustrates the hypothesis area, showing that the regression standardized residual for  $X_1$  falls within the T-table range between 1,960 and -1,960, indicating the hypothesis is rejected for the father's background. However,  $X_2$  falls outside the -1,960 range, indicating the hypothesis is accepted for the mother's background. This suggests that the father's background has no influence on psychomotor competence in entrepreneurship, while the mother's background does have an influence.



The data indicates that the occupational backgrounds of both the father and mother influence the psychomotor domain of Islamic entrepreneurial competence among PTKI students in Aceh. However, the mother's background has a greater impact compared to the fathers. Additionally, there is no simultaneous effect of both the father's and mother's backgrounds on the affective and cognitive domains of Islamic entrepreneurial competence among PTKI students in Aceh.

The data further shows that Islamic entrepreneurial competence in the affective, cognitive, and psychomotor domains is influenced by the parents' occupational backgrounds when considered separately. This is in accordance with the results of previous research showing that families play an important role in shaping children's knowledge, attitudes, knowledge and awareness.<sup>35&36</sup>

However, in this study, there is no simultaneous effect of both parents' backgrounds. Previous studies have shown that the effectiveness of entrepreneurship education on entrepreneurial intentions is negatively moderated by having a family business background.<sup>37&38</sup> Moreover, students from business-oriented families tend to demonstrate a stronger preference for specific entrepreneurial management skills compared to those from non-business or agricultural backgrounds. This is supported

<sup>35</sup>Tengku Sarina Aini Binti Tengku Kasim, Siti Faliyah Binti Yaakob, and Nor Fahimah Binti Mohd Razif, "Family Influence on Female's Blood Education in the Context of Islamic Practice in Malaysia," *El-Usrah* 7, no. 2 (2024), p. 623–47.

<sup>36</sup>Nur Azizah et al., "Role of Parents in Implementing the Post-School Transition," *Jurnal Ilmiah Peuradeun* 12, no. 1 (2024), p. 183–202.

<sup>37</sup>Georgescu and Herman, "The Impact of The Family Background on Students' Entrepreneurial Intentions: An Empirical Analysis."

<sup>38</sup>A. B. Syamsuddin et al., "Parenting Children in A Religious Perspective of Fishermen's Families In Sinjai, Indonesia: Structural Functionalism Approach," *Samarah* 8, no. 1 (2024), p. 257–80.

by research showing a strong influence of parents' occupational backgrounds on students' interests and motivation in entrepreneurship.<sup>39</sup>

Other studies have also indicated that career choices in entrepreneurship are influenced by family background.<sup>40</sup> This suggests that while parents' occupations may not directly impact entrepreneurial competence, they can foster interest, motivation, and career choices in entrepreneurship. This reinforces the idea that the environment does not necessarily shape entrepreneurial skills,<sup>41</sup> but it can nurture entrepreneurial interest. Therefore, entrepreneurial competence can be enhanced through entrepreneurship education itself.<sup>42</sup> Nonetheless, this study demonstrates that the psychomotor aspect of entrepreneurial competency is influenced by the mother's occupation.

## Conclusion

This study has identified two key factors influencing Islamic entrepreneurial competence among students at PTKI in Aceh: the occupational backgrounds of both the father and mother. However, the mother's background has a more dominant influence compared to the fathers. Simultaneously, no combined effect of the parents' occupational backgrounds was found to impact students' entrepreneurial competence. Based on these findings, the study recommends strengthening the role of mothers in fostering students' Islamic entrepreneurial skills, as this could significantly contribute to regional development in Aceh. The findings of this study imply that educational institutions and policymakers should focus on family-based interventions, particularly enhancing the role of mothers, to improve students' entrepreneurial abilities. Encouraging family engagement, especially maternal involvement, in entrepreneurship education could create a more supportive environment for developing entrepreneurial competence among students. For future research, qualitative studies are needed to explore the specific family dynamics and parenting practices that influence students' entrepreneurial skills. Subsequent research could also examine how socio-economic factors within families interact with entrepreneurial education to produce distinct outcomes. Such studies could help formulate more targeted strategies to strengthen Islamic entrepreneurial education and address regional economic development challenges.

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<sup>39</sup>Cuong Nguyen, "Demographic Factors, Family Background and Prior Self-Employment on Entrepreneurial Intention-Vietnamese Business Students Are Different: Why?," *Journal of Global Entrepreneurship Research* 8, no. 10 (2018).

<sup>40</sup>Elke Schröder, Eva Schmitt-Rodermund, and Nicolas Arnaud, "Career Choice Intentions of Adolescents With a Family Business Background," *Family Business Review* 24, no. 4 (2011), p. 305.

<sup>41</sup>C. Rofiah, "Pengaruh Konsep Diri Dan Lingkungan Sekolah Terhadap Minat Berwirausaha Peserta Bazar Hari Ulang Tahun (HUT) Madrasah Aliyah Negeri (MAN) I (Satu) Jombang Tahun 2015," *E-Jurnal Manajemen Kinerja*, 2015.

<sup>42</sup>Asni Harianti et al., D Harianti, A., Malinda, M., Nur, N., Suwarno, H. L., Margaretha, Y., & Kambuno, "Peran Pendidikan Kewirausahaan Dalam Meningkatkan Motivasi, Kompetensi Dan Menumbuhkan Minat Mahasiswa," *Jurnal Bisnis Dan Kewirausahaan* 16, no. 3 (2020), p. 214.

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