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Knowledge Transfer and Entrepreneurial Interest in the Perspective of Informal Economic Education in Urban Farming Family Business

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ABSTRACT

The role of entrepreneurship in a country's economy, especially in poverty alleviation and employment, needs to be supported by economic education that takes place in the family. This study aims to explore the informal economy education process of knowledge transfer and its relation to entrepreneurial interest. This research is a research with a qualitative approach with the unit of analysis in the urban farmer family business. Informants from this research are children or the next generation in urban farming family businesses. The determination of informants in this study was carried out with certain considerations in accordance with the research objectives. Data collection techniques used are interviews and observations. The data analysis technique used in this study is a qualitative data analysis technique using the Miles and Huberman model. The findings of this study indicate that informal economic education which is implemented through knowledge transfer within the family is carried out by directly involving children as successors in business activities. Parents as the previous generation transfer knowledge verbally and provide examples to successors. The successor receives and absorbs the knowledge given by the predecessor and then applies that knowledge in running the business. The successor applies the knowledge provided by the predecessor by adding creativity and innovation.

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1. INTRODUCTION

Schumpeter (1934) one of the economists who initiated the theory of economic growth stated that entrepreneurship has a big role in economic development through the creation of innovation,

employment, and welfare. The business world built by entrepreneurship will encourage the development of productive sectors (Bosma *et al.*, 2018; Kang *et al.*, 2019). The more a country has entrepreneurs, the higher the country's economic growth will be (Srikanth *et al.*, 2020; Opute *et al.*, 2021). With entrepreneurship, people can have the ability to create and provide value-added products or new innovations so that they can make people more creative in conveying their ideas and creations (Block *et al.*, 2017; Peris-Ortiz *et al.*, 2017), they can create goods that they feel are necessary and important for the welfare of society itself (Gopinath & Mitra, 2017; Pathak, 2021) and to reduce unemployment (Zainea *et al.*, 2020; Holloway & Pimlott-Wilson, 2021). Several studies related to entrepreneurship show that entrepreneurship contributes to a country's economy through the creation of new jobs (Hart *et al.*, 2021; Holloway & Pimlott-Wilson, 2021) and an increase in entrepreneurial activity will absorb labor in the productive sector which can reduce unemployment as well as reduce poverty (Erken *et al.*, 2018; Bögenhold, 2019; Choonara, 2020).

The contribution of entrepreneurship to the economy encourages the promotion of entrepreneurship education to increase new entrepreneurs at the formal and non-formal education levels, such as encouraging the number of entrepreneurs who graduate from college and entrepreneurship training in various institutions and communities (Ghina *et al.*, 2014; Robinson *et al.*, 2016; Lackéus, 2017; Sontay *et al.*, 2019; hasan *et al.*, 2019; Suratno *et al.*, 2021). In addition to studies on entrepreneurship education, studies on the relationship between entrepreneurship and interest in entrepreneurship have also increased. A number of studies have been conducted regarding the contribution of formal entrepreneurship education in determining interest in entrepreneurship (Nabi *et al.*, 2016; Shah *et al.*, 2020; Martínez-Gregorio *et al.*, 2021), while some potential aspects that can support entrepreneurship, including interest in entrepreneurship, are informal economic education that takes place in the family through the transfer of knowledge from parents to children has been ignored by previous studies.

Based on this, the study of economic education in the family still has theoretical gaps. The majority of economic education studies are still in the type of formal and non-formal education. Whereas informal economic education is very important because parents act as educators in the family whose daily attitudes and actions are considered to be able to provide a stimulus to children's behavior. Knowledge transfer that takes place through informal economic education in the family aims to form economic literacy which is related to understanding basic economic concepts and their implementation of how individuals behave and make economic decisions, economic behavior, and individual welfare, especially those related to decision making in economic activities and entrepreneurship (Hasan *et al.*, 2019; Zainal *et al.*, 2018).

Economic education is a fundamental basis for improving the quality of the population of a nation, and it must be initiated and supported by economic education that takes place in the family, so that it is beneficial for the formation of the quality of human resources. Children's education that takes place in the family, not only affects achievement and happiness at the individual level, but also shapes the quality of the workforce and innovation capacity (Kramer, 2014; Nunes *et al.*, 2016) and determine the development potential of a nation (Bell, 2020; Feng, 2021).

If it is linked between economic education, family, and interest in entrepreneurship, economic education in the family is an important factor in determining the entrepreneurial orientation of individuals in a family. Informal economic education is a form of informal learning that emphasizes the importance of early role models and reinforcement patterns in the acquisition and maintenance of entrepreneurial behavior (Hasan *et al.*, 2020). Role models can be parents or peer groups who provide entrepreneurial knowledge. This shows the importance of the role of parents in providing practical examples of entrepreneurship in the family. To test this, this study will look at the transfer of knowledge and interest in entrepreneurship in the perspective of informal economic education in urban

farming family businesses in Makassar City. The urban farming family business was chosen as the object because the urban agriculture sector is still experiencing problems because this sector is still subsistence, only run because it is a hobby, and the perpetrators lack economic literacy.

To overcome these obstacles, many previous researchers have conducted studies on family business from an economic perspective. However, the sustainability of a family business is not only determined by economic factors, but also by educational factors. From a family business perspective, the sustainability of the business is largely determined by the knowledge transfer process that takes place within the family, so that a child who is the next generation has an interest in entrepreneurship to continue the family business. So based on this, a multidisciplinary study needs to be carried out to see the relationship between education and the economy in a family household.

This study was built by reducing between the theory of knowledge-based view (Grant, 1996) with social cognitive theory (Bandura, 1977, 2001, 2012). Knowledge-based view theory describes knowledge as the most important and fundamental resource for being innovative and remaining competitive (Grant, 1996). Creating, sharing and transferring knowledge is essential to maintaining a competitive position. This also applies to the family business. Technical knowledge and skills are important assets that can be found in the minds of every family member, both parents and children. From an educational and economic perspective, many family businesses fail due to the inability of their children or other family members to continue the family business. This inability is caused by a lack of knowledge and interest in entrepreneurship for children as the next generation of family business. These results suggest that the failure of family businesses to survive to the next generation is not only a lack of succession planning but can also be caused by a lack of knowledge transfer from generation to generation (Cabrera-Suárez *et al.*, 2018). According to Chirico, *et al*., (2012), a strong relationship between children and parents is one of the social capitals. The development of social capital among family members depends on the physical presence of parents (predecessors) and the attention given by parents to the next generation (Discua Cruz *et al*., 2013). Therefore, trust, availability of time, and desire to transfer knowledge will enhance the process of knowledge transfer, and influence changes in the behavior of the recipient of knowledge (Distelberg & Schwarz, 2015; Chirico & Salvato, 2016).

Knowledge has an important contribution to the continuity of the family business, so based on this knowledge transfer in the perspective of informal economic education that takes place in the household of family business actors is important to study because taxonomically it can contribute to the formation of knowledge, attitudes, and skills in entrepreneurship. This study provides a valuable contribution in the context of informal education in the economic field, especially those related to entrepreneurial interests, so this study aims to examine the process of transferring knowledge from parents to children, related to the formation of knowledge, attitudes, and skills in entrepreneurship, as well as children's interest in entrepreneurship continue the family business.

This study contributes to providing insight into the literature on knowledge and interest in entrepreneurship by elaborating aspects of informal economic education in the family which are hardly found in previous studies. This study is unique in locating the important role and position of families in Indonesia in creating jobs, overcoming unemployment, and improving family economic performance and welfare through informal economic education. This research also offers a potential solution for the government and educational institutions in increasing interest in entrepreneurship informally in addition to entrepreneurship education at various levels of formal and non-formal education.

2. METHODS

This research is a research with a qualitative approach with the unit of analysis in the urban farmer family business. This study uses primary data obtained from the results of direct interviews by

researchers to research informants and the results of direct observations at the research location regarding the process of transferring knowledge from parents to children, regarding the formation of knowledge, attitudes, and skills in entrepreneurship, as well as children's interest in continuing the business family.

The focus of the first study in this research is the formation of knowledge, attitudes, and skills in entrepreneurship related to (1) the importance of transferring entrepreneurial knowledge; (2) the role of the family in knowledge transfer; (3) the process of transferring knowledge within the family; (4) the type of knowledge in the family; and (5) entrepreneurship education and training that has been followed. The focus of the second study in this research is the children's interest in continuing the family business which is related to (1) the interest in continuing the family business; (2) reasons for being an entrepreneur; (3) the role of the family in building interest in entrepreneurship; (4) supporting factors to become an entrepreneur; and (5) inhibiting factors to become entrepreneurs.

Informants from this research are children or the next generation in urban farming family businesses. Determination of informants in this study was carried out with certain considerations in accordance with the research objectives, which include: (1) children or the next generation from urban farming family businesses that have been going on for at least 10 years; (2) children or the next generation who are at least the second generation of an urban farming family business that has been going on for at least 10 years; (3) children or the next generation who have an interest in continuing the family business and pass it on to the next generation; and (4) children or the next generation who make urban farming their main job. Based on these criteria, the informant profiling process was then carried out which found 4 informants who matched the research criteria..

Table 1. Research informants

Respondent Name	Code	Last Education	Age (Years)	Generation	Length of Business (Years)
Albi Muhammad	A	Senior High School	28	2	10
Rahmat Salehuddin	B	Bachelor	27	2	12
Anita Renata	C	Bachelor	34	2	11
Ahmad Saleh	D	Master	36	2	14

Source: Results of Informant Profiling (2022)

Data collected through interviews and observations related to the concept of the process of transferring knowledge from parents to children, related to the formation of knowledge, attitudes, and skills in entrepreneurship, as well as children's interest in continuing the family business. The data analysis technique used in this study is a qualitative data analysis technique using the Miles and Huberman model which consists of four sequential steps, namely data collection, data reduction, data presentation, and data verification (Miles *et al.*, 2018). The four stages can be seen in Figure 1.

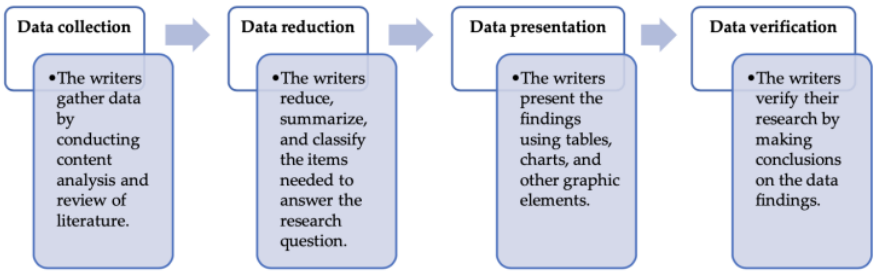


Figure 1. Miles and Huberman qualitative data analysis technique
Source: Miles, Huberman, and Saldana (2014)

3. FINDINGS AND DISCUSSION

This study focuses on the process of transferring knowledge from parents to children, related to the formation of knowledge, attitudes, and skills in entrepreneurship, as well as children's interest in continuing their business in urban farming family businesses. The results of this research and discussion section consist of 4 sections which include (1) results of informant interviews related to knowledge transfer; (2) the results of interviews with informants related to the interest in entrepreneurship; (3) the informal economic education process that occurs in urban farming family businesses; and (4) discussion.

3.1. Knowledge Transfer In Urban Farming Family Business

Based on the focus of the study on the formation of knowledge, attitudes, and skills in entrepreneurship, the instrument in this study seeks to find out and collect answers from informants regarding (1) the importance of transferring entrepreneurial knowledge; (2) the role of the family in knowledge transfer; (3) the process of transferring knowledge within the family; (4) the type of knowledge in the family; and (5) entrepreneurship education and training that has been followed. The data obtained as a result of the informants' answers to the research focus can be seen in Table 2.

Table 2. Results of interviews related to knowledge transfer

Research Concept	Question	Interview Result
Knowledge transfer	Does the family play an important role in the transfer of entrepreneurial knowledge?	"Family is very important in transferring knowledge about entrepreneurship, especially parents, my father is the one who often sets an example and involves me in family business activities". (Respondent A, 2022)
	What is the role of the family in the transfer of entrepreneurial knowledge?	"Family or predecessors show how to be a business leader and persistence when doing a job in managing a family business". (Respondent B, 2022)
	How is the family process in transferring entrepreneurial knowledge?	"It's been a routine for me since I was little to follow my father to the place of business and one of the processes that parents often do in transferring their knowledge is by giving me

	the opportunity to manage my parents' business that has been built over the years and see the progress made. The mistake I made was the umpteenth number for him, the most important thing is the work ethic and the spirit of never giving up in business development". (Respondent A, 2022)
What knowledge do you often get in your family?	"I was often taught how to serve buyers well to keep shopping in our store, to make good relationships with consumers. Politeness and manners, how to manage finances to keep spinning and make a profit, and how to maintain the quality and stock of goods available specifically. items that are often sold out or items that sell well are also taught to me". (Respondent C, 2022)
What entrepreneurship education and training have you attended?	"I have never participated in entrepreneurship education or training, all I did was learn from my family by being involved and doing it directly, and being given examples by my parents and reading more about in books". (Respondent D, 2022)

Source: Data Processing Results (2022)

Based on the results of interviews related to knowledge transfer in the perspective of informal economy education, to get knowledge from parents or predecessors, children or successors are involved in daily business routines. Successor involvement in business routines has been going on for a long time. The transfer of knowledge that has been carried out by the successor since childhood is sufficient as a provision to continue the family business. The informant stated that the learning by doing method through the experience of the predecessors in running a business which was shared with the successors had shaped their knowledge in entrepreneurship. Successors only need to think of other creative ideas so that the business can be more advanced than before.

Family is very important in the transfer of entrepreneurial knowledge. The family has a major role in the process of transferring knowledge to the successor of the family business. Successors see and imitate the activities of their predecessors in entrepreneurship. In the business world, knowledge and experience are important as a reference in running a business. Likewise in a family business, the predecessor becomes the main actor in the process of transferring knowledge to the successor. The family plays a role as a teacher to the successor in providing the knowledge and experience that has been obtained.

3.2. Entrepreneurial Interest in Urban Farmer Family Business

The second focus of the study in this research is the children's interest in continuing the family business. Interest is very important in doing, building or continuing a business. With an interest in entrepreneurship, running a business will be even better. The family is also the main role as a motivator for children in growing the desire or interest in entrepreneurship. According to respondents, families build children's enthusiasm for entrepreneurship by providing support and education about the

business being run, while successors can be creative in developing businesses that have been run by their predecessors..

In addition to having an interest in entrepreneurship, being born into an entrepreneurial family is also a factor in children having the desire to become entrepreneurs with their parents as role models. Parents are examples for children in managing and developing a business. By educating parents about entrepreneurship from an early age, they can develop children's entrepreneurial interests. Indirectly, young entrepreneurs or students also have an influential role in the field of entrepreneurship. In today's modern era, the field of entrepreneurship requires the latest and creative ideas so that business and entrepreneurship can go hand in hand with the times. Innovation is needed so that business can grow rapidly.

Referring to the focus of the second study in this study, the instrument in this study sought to find out and collect answers from informants related to (1) interest in continuing the family business; (2) reasons for being an entrepreneur; (3) the role of the family in building interest in entrepreneurship; (4) supporting factors to become an entrepreneur; and (5) inhibiting factors to become entrepreneurs. The data obtained as a result of the informants' answers to the research focus can be seen in Table 3.

Table 3. Hasil wawancara terkait minat berwirausaha

Research Concept	Question	Interview Result
Interest in entrepreneurship	Do you have a desire to run a business, especially your family business?	"Family plays a very important role in the transfer of knowledge where we must be able to become the successors of the family business in this case I can apply the knowledge and experience given to me in the future". (Respondent D, 2022)
	What is the main reason you became an entrepreneur?	"I hope to be able to help continue the family business and have my own income". (Respondent C, 2022)
	Does your family play an important role in your entrepreneurial interests?	"My family played an important role in shaping my interest in entrepreneurship. My family always gave me the enthusiasm to run a business. I was very lucky since I was a child in an entrepreneurial family, because I was involved from an early age in running a business". (Respondent B, 2022)
	What are the factors that support you to become an entrepreneur?	"Passion and love to meet new people to share about good business are factors that support me in becoming an entrepreneur". (Respondent B, 2022)
	What are the inhibiting factors for you to become an entrepreneur?	"The inhibiting factor in entrepreneurship that I am currently living is that I still have to divide my time with other activities so that it makes me not focus on running this business". (Respondent A, 2022)

Source: Data Processing Results (2022)

Based on the results of interviews, interest in entrepreneurship is one of the factors in running a business. The desire to run an entrepreneur is a reason that a successor must have. Interest in entrepreneurship will be a driving force in running a business well. Of course, with the interest possessed by the successor in running a business, it will have a good impact in the future. With the knowledge that has been shared by predecessors, in the future the successors will be faced with challenges that occur in the entrepreneurial world. It will be the duty of the successor to further develop the family owned business.

3.3. Informal Economic Education Occurs in Urban Farmer Family Business

The family is one of the leading components of informal education which is expected to produce children who are able to develop into individuals who can inherit the values of life, including aspects of economic life. Based on research findings, in the family business there is a process of knowledge transfer from parents as the predecessor generation to children as the next generation and the knowledge transfer process is intergenerational. The transfer of knowledge is implemented in the form of informal economic education.

The findings of this study based on the results of interviews indicate that parents transfer knowledge through a stage that can be described in a descriptive model. The knowledge transfer process that occurs in the family has implications for the learning process in the family that involves parents as the predecessor generation and children as the next generation. Bandura (1977), reveals that humans learn things by imitating the behavior of others. Therefore, most individual behavior is learned by observational learning through imitation modeling. This theory is based on the fact that human knowledge is obtained from other humans. In other words, the things that are known by the children or the next generation in the family business are based on the explanations given by their parents as the previous generation. Based on the findings of this study, the descriptive model of informal economy education in urban farmer family businesses is as follows.

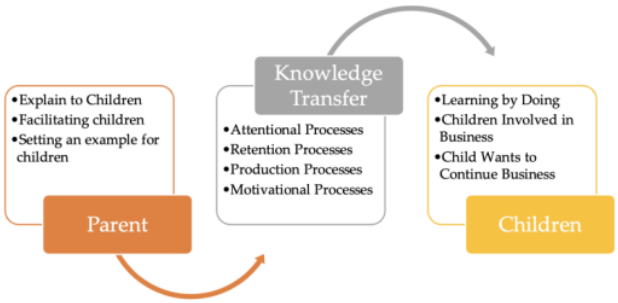


Figure 2. Descriptive model of informal economic education in urban farming family businesses
Source: Data Processing Results (2022)

Bandura's social cognitive theory is an extension of behaviorism theory which emphasizes the importance of behavioral, environmental, and individual (cognitive) factors in the learning process. (Bandura, 2012). Based on this theory, behavior can affect cognitive and conversely individual cognitive activities can affect the environment, environmental influences can change individual thought processes, and so on.

The social cognitive learning process occurs in three components, namely the behavior of the model, the influence of the model's behavior and the internal learning process. Individuals make a learning process to recognize the behavior of the model (behavior that is imitated), then consider and

decide to imitate and become their behavior. In this case, the behavior of the model is known as behavior in the environment. If the model's behavior fits the individual's situation (interests, experiences, goals), then the model's behavior will be imitated (Bandura, 2012). It is in this cognitive learning process that the knowledge transfer process occurs. The social cognitive theory model, shows that the model behavior in the individual's environment continues to provide or issue a stimulus for reaction in the form of a response. These responses will be studied by individuals through observation (cognitive processes) on the behavior shown by the model to increase individual interest in something. While interest itself only means something that appears to be someone's attention or curiosity. Therefore, the individual initially observes (cognitive processes) the surrounding (social) environment selectively and further remembers (cognitive processes) the entrepreneurial behavior shown by the model. It is hoped that by doing this activity, individuals can create interest in entrepreneurship.

In the context of informal economy education, knowledge transfer in family business begins with an attentional process (the first cognitive learning process). At this stage, children will pay attention to entrepreneurial activities shown by parents as models. This process requires the involvement of children, so they must be with the parents at the place of business. The activities observed are the activities of parents in carrying out business activities at the place of business, for example, how the behavior of parents when carrying out urban farming activities. The activities exhibited by parents are not only to be heard, but must be observed and considered by children as their own experience (Hasan, 2018).

After the process of observing and considering, the child will experience a second learning process called the retention process. Entrepreneurial activities that are shown by parents as models and have been observed and considered by children, will be stored further in memory in a symbolic form to be remembered. Entrepreneurial activities directly in business places need to be shown directly by parents to children at business places because children can remember better when observing and doing business activities directly than just listening. Therefore, individuals in this process are directly involved in the form of entrepreneurship training and parents must provide very clear and detailed explanations to facilitate children in remembering it.

Furthermore, the child will experience a third learning process called the motor reproduction process. In this process, children demonstrate their abilities with motor movements exactly imitating the behavior of parents as models in relation to business activities in a business place. This means that children have received entrepreneurial skills and training after they have practiced in a business setting.

Success in imitation shown in the real behavior of individuals is very dependent on the fourth cognitive learning process called the motivation process. In this process, children imitate the behavior of parents as their own behavior when children are motivated or have the will to carry out entrepreneurial activities by providing reinforcement and motivation to children so that they become interested in entrepreneurship. This step is also referred to as self-regulation which refers to the process by which individuals control and direct their activities.

Based on the descriptive model, the inherent knowledge possessed by the predecessor is transferred to the successor by directly involving the successor in business activities. The predecessor transfers knowledge verbally and provides an example to the successor. The successor receives and absorbs the knowledge given by the predecessor and then applies that knowledge in running the business. Successors apply the knowledge given by their predecessors by adding creativity and innovation to keep up with the times so that family businesses can still compete with other businesses (Martínez-Gregorio *et al.*, 2021). It continues to the next generation with different methods of knowledge transfer.

The process of becoming an entrepreneur can be through heredity (scientific instinct), working for people, wanting to become an entrepreneur, being invited by friends or family and formed through a formal/informal education process such as training, workshops, special training, management, business, accounting, entrepreneurship (Motoc, 2020). In the case of family businesses, interest in entrepreneurship is mostly obtained through the family or because they have been in the family environment for a long time who is also an entrepreneur is a factor in the growth of interest in

entrepreneurship (Botero *et al.*, 2022). Based on an interest in entrepreneurship, the process of transferring knowledge between predecessors and successors can be carried out easily. The successor performs or realizes the knowledge that has been given by the predecessor accompanied by creativity and innovation of the successor so that it can develop and advance.

4. CONCLUSION

Informal economic education which is implemented through knowledge transfer within the family is carried out by directly involving children as successors in business activities. Parents as the previous generation transfer knowledge verbally and provide examples to successors. The successor receives and absorbs the knowledge given by the predecessor and then applies that knowledge in running the business. The successor applies the knowledge provided by the predecessor by adding creativity and innovation. In the context of cognitive social theory, the role of the predecessor or family in the transfer of knowledge is that in addition to being a model, the family is also a motivator for the successor to keep the spirit in running the business and never give up. Parents provide motivation and foster enthusiasm for entrepreneurship from an early age through the formation of entrepreneurial character.

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Article Error You may need to use an article before this word.

Prep. You may be using the wrong preposition.

P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

Prep. You may be using the wrong preposition.

PAGE 2

Confused You have used **to** in this sentence. You may need to use **two** instead.

P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

Article Error You may need to use an article before this word. Consider using the article **the**.

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PAGE 3

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Article Error You may need to use an article before this word. Consider using the article **the**.

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PAGE 4

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PAGE 5

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PAGE 6

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