

The Influence of Entrepreneur Learning, Self-Efficacy and Creativity Toward Students Entrepreneurial Interests of Tarbiyah and Teachers Training Faculty, Universitas Islam Negeri Sumatera Utara

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Abstract

The purpose of this research is to find out, 1) The effect of learning entrepreneur, self-efficacy and creativity together on student entrepreneurial interest, 2) The effect of entrepreneur learning on student entrepreneur interest, 3) Effect of self-efficacy on student entrepreneurial interest, 4) Effect of creativity on students' entrepreneurial interest of Tarbiyah and Teachers' Training Faculty of Universitas Islam Negeri Sumatera Utara (FITK UINSU). Type of this research is descriptive and associative research with a quantitative approach that aims to find the independent variables affect the dependent variable. The samples were selected by using proportional sampling technique which obtained that there were 185 students of 345 students as all populations. Data were analyzed by using multiple regression analysis. The results showed that, 1) entrepreneur learning, self-efficacy and creativity together have a significant and positive effect on student entrepreneur interest 2) entrepreneur learning had a significant and positive effect on students entrepreneur interests, 3) self-efficacy had a significant and positive effect on students' entrepreneur interests, and 4) creativity had a significant and positive effect on students' entrepreneur interests.

Keywords: *entrepreneur learning, self-efficacy, creativity and entrepreneur interests*

Introduction

Entrepreneurship has an important role in advancing a country's economy; by the existence of entrepreneurs, it will be able to reduce the unemployment rate and can reduce the poverty, so this is what Indonesia needs now. The efforts made by the government to reduce unemployment from college graduates is to increase students' interest in entrepreneurship, one of the policies is to include entrepreneurship courses as compulsory courses in tertiary institutions and determine the formulation of learning outcomes of Islamic Religious College graduates where students must be able to internalize their spirit of self-autonomy and entrepreneurship. It expects that at the end, there will be many college graduates who are interested in entrepreneurship.

However, entrepreneurship in Indonesia is still categorized tend to low level; it can be seen from the number of a lot of unemployment contributed by college graduates. North Sumatra Province is one of the provinces where many of the university graduates are unemployed. The Central Statistics Agency (BPS, 2018) of North Sumatra Province noted that the high unemployment rate generated by college graduates as shown in In 2017, the amount of unemployment was 11,54 but in 2018, unemployment of university graduates continued to increase it was raised up to 15.35%. The high number of unemployment and the low labor participation generated by college graduates is one of the causes is the low interest of students in entrepreneurship, whereas, through entrepreneurship, there is a lot of benefits obtained not only for themselves but also for many people; one of them is able to open jobs. Entrepreneurial interest is a plan or desire for someone to open a business (Quan, 2012). Meanwhile (Mario Duarte Canever, Maria Renata Martínez Barral, 2017) explained that entrepreneurship intentions are direct evidence of one's behavior to start a new business.

Interest is an important part of achieving the goals students want, people who have a high interest in a job will always feel happy and excited in carrying out the work (Iskandarini, 2014). The low interest of students in entrepreneurship is likely caused by several factors according to Hendro (2011) one of the factors that influence students' entrepreneurial interests is the level of learning. Mulyasa (2005) explains learning is a process of interaction between students and their environment so that changes in behavior are tended towards better condition. Whereas, entrepreneurship is defined as an attempt to achieve a value through the introduction of business opportunities, proper risk management, good communication skills, and management of human, capital and natural resources needed for entrepreneurial activities to be carried out well (Sunarya, A., Sudaryono, & Saefullah, 2011). Whereas, Danuhadimedjo (2008) explained that entrepreneurship learning is an investment of values, abilities and behavior to someone to create and innovate in shaping an entrepreneur's soul. The results of research conducted (Solevik, Westhead, & Matlay, 2014) say that entrepreneurial learning obtained by students can increase their interest in entrepreneurship. Similarly, (Barba-sánchez & Atienza-sahuquillo, 2018) and (Chimucheka, 2013) in their research said that learning entrepreneurship is greatly influencing the students' interest in entrepreneurship. With the knowledge and skills through entrepreneurship learning provided by the university to students, it can increase the students' interests in entrepreneurship.

In addition to entrepreneurial learning, another factor that affects entrepreneurial interest according to (Hutagalung, Raja Bongsu, 2008) is self-efficacy. According to (King, 2010) and Zulkosky (2009), self-efficacy is a belief in the ability possessed to the results of the work done. Meanwhile, (Che, Mistima, & Mohd, 2015) and (Fiona Wilson, Jill Kickul, 2007), said that self-efficacy is a self-belief of someone for the skills and abilities that he/she has. A study by (Hsu et al., 2018) showed that self-efficacy affects students' interest in entrepreneurship. In line with previous study, (Zhao, H. Seibert, S. E. & Hills, 2005) said that self-efficacy has an influence in growing student interest in entrepreneurship. The higher the self-efficacy students have, the higher the students' interests in entrepreneurship.

Another factor that is able to influence students' interests in entrepreneurship according to (Suryana, 2011) is creativity. According to (Thomas, 2009), creativity is the ability to develop new ideas and be able to find new ways to see the existed opportunities and chance. Creativity is also an idea or product that can be developed (Spatzier, 2018). Whereas, Antonio, T., Lanawati, S., Wiriana, T. A., & Chistina (2014) said that creativity is an individual activity that is able to encourage someone to do something creatively. Based on some of the opinions above, it can be concluded that creativity is the ability possessed by someone by fostering creative ideas to solve a problem or job. A study by Bello, B., Mattana, V., Loi (2017) said that creativity is a factor that is able to influence someone to pursue the business world. Similarly, a research conducted by Hamidi, D. Y. Wwnnberg .K (2018), said that creativity is very influential on the interests of entrepreneurship students. Students who have creativity will be able to arouse their interests in entrepreneurship.

Methods

This research used quantitative analysis with multiple linear regression, which is a type of research that emphasizes testing theories through measurement of research variables with numbers and requires data analysis with statistical procedures. The instruments were measured by form of questionnaires, then data obtained in the form of students' answers of Tarbiyah and Teachers' Training Faculty of Universitas Islam Negeri Sumatera Utara (FITK UINSU) whose population was 345 students, with total sample is about 185 students.

In this study the authors used data collection analysis techniques using a questionnaire or questionnaire for all variables. According to (Arikunto, 2006) the questionnaire is a number of written questions that are used to obtain information from respondents. In this study the authors distributed questionnaires about the Effect of Entrepreneurship Learning, Self-Efficacy and Creativity Against Entrepreneurial Interest in the Faculty of Tarbiyah and Teacher Training at the North Sumatra State Islamic University. The questionnaire or

questionnaire used in this study was prepared using a Likert scale where respondents only chose one of the five alternative answers provided.

Based on the results of an analysis of 30 students, the validity and reliability of the entrepreneurship learning statement items, self-efficacy, creativity, and entrepreneurial interest were 78 items with the results of all valid items (above 0.361). These results are obtained by using the SPSS application with the calculation of the *Corrected Item-Total Correlation* value for validity and *Cronbach Coefficient Alpha* to measure thrrreliabilit. Hypothesis testing using the T test and F test, where the T test aims to determine the effect of each independent variable on the dependent variable, while the F test is carried out to determine the effect of the independent variables together on the dependent variable. The reference used is if the value of sig. $\leq \alpha = 0.05$, H_0 is rejected and if the sig.value. $\geq \alpha = 0.05$, H_0 is accepted.

Results and Discussion

Table 1 Test Results

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	6,651	6,537		1,018	0.310
	Entrepreneurship Learning	0,118	.055	0,124	2.157	.032
	Self-efficacy	0,147	.071	0,129	2.057	0.041
	Creativity	0,857	.059	0,720	14.516	0.000

Source: Primary data processing, 2019

Based on table 1, it can be stated that the multiple regression formula is $Y = 6,651 + 0,118 X_1 + 0,147 X_2 + 0,857 X_3$. The amount of the constant obtained a = 6,651, shows that without the independent variables namely Entrepreneurship Learning (X1), Self-Efficacy (X2) and Creativity (X3), the students' Entrepreneurial Interests (Y) of Tarbiyah and Teachers' Training Faculty of Universitas Islam Negeri Sumatera Utara was about 6,651. For the entrepreneurship learning variable (X1), it has a positive regression coefficient of 0.124 with a significant value of $0.032 < 0.05$. The calculation results showed that entrepreneurship learning variables have a significant and positive effect on the variables of entrepreneurial interest. The self-efficacy variable (X2), has a positive regression coefficient of 0.129 with a significant value of $0.041 < 0.05$. The calculation results show that the self-efficacy variable has a significant and positive effect on the variable of entrepreneurial interest. The creativity variable (X3), has a positive regression coefficient of 0.720 with a significant value of $0.000 < 0.05$. The calculation results showed that the variable of creativity has a significant and positive effect on the variable of entrepreneurial interest.

Then, *t test* aims to see the effect of independent variables on the dependent variable partially, which consists of entrepreneurship learning variables, self-efficacy and creativity on entrepreneurial interest. The reference used is if the value of sig. $\leq \alpha = 0.05$, H_0 is rejecte; and if the sig.value. $\geq \alpha = 0.05$, H_0 is accepted. Based on table 3 above, significant value for entrepreneurship learning variable (X1) is 0.032, self-efficacy (X2) is 0.041, and creativity (X3) is 0.000; so it can be seen that all variables have sig < 0.05 , thus H_0 is rejected.

Based on table 2, it can be concluded that there is a significant influence jointly between entrepreneurship learning variables (X1), self-efficacy (X2) and creativity (X3) on students' entrepreneurial interests (Y). Based on the processed data in table 4, a significance level was obtained 0,000, if it is compared to the significance value of this study with significance level of 0.05, the significance level of data processing results is smaller than the level of significance determined in this study; as a result, H_0 is rejected H_a accepted. It proves that

entrepreneurship learning, self-efficacy and creativity together have a significant and positive effect on students' entrepreneurial interests.

Table 2 Test Results F

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	23612.494	3	7870.831	450.635	.000 ^b
	Residual	3161.365	181	17.466		
	Total	26773.859	184			

Source: Primary data processing, 2019

Based on table 3, it can be seen that the determination coefficient value was 0.882, means that the contribution of entrepreneurship learning (X1), self-efficacy (X2) and creativity (X3) to students' entrepreneurial interests (Y) of Tarbiyah and Teachers' Training Faculty of Universitas Islam Negeri Sumatera Utara is 88 %, while 12% is determined by other factors which are not included in this study.

Table 3 Coefficient of Determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.939 ^a	.882	.880	4.17925

Source: Primary data processing, 2019

The Effect of Entrepreneurship Learning on Entrepreneurial Interest of FITK UINSU Students

This study showed that entrepreneurship learning has a significant and positive effect on the entrepreneurial interest of UINSU FITK students with sig values for variables (X1) of 0.032 <0.05. These results indicate that the better or higher the entrepreneurial learning provided to students, the higher the interest in student entrepreneurship. Therefore, in entrepreneurship learning, faculties and universities must provide the best so that students are able to understand entrepreneurship and be able to increase their interest in entrepreneurship. The results of this study are supported by previous research conducted by Iwu *et. al.* (2019), Ghulam, Walmsley, Liñán, Akhtar, & Neame (2018) and Küttim, Kallaste, Venesaar, & Kiis (2014) the results of their study said that entrepreneurship learning can increase student interest in entrepreneurship.

Effect of Self-Efficacy on Entrepreneurial Interest of FITK UINSU Students

Based on the results of the hypothesis conducted, the results of this study indicate that self-efficacy has a significant and positive effect on the entrepreneurial interest of UINSU FITK students with sig values for variables (X2) of 0.041 <0.05. This shows that the higher the student's self-efficacy, the higher the interest in student entrepreneurship. The results of this study are supported by the results of previous studies conducted by (Shinnar, Hsu, & Powell (2014), (Hsu *et. al.* (2018) and Hutagalung, Raja Bongsu(2008) which said that self-efficacy influences students' interests in entrepreneurship.

Influence of Creativity on Entrepreneurial Interest of FITK UINSU Students

Based on the results of the hypothesis, the results of this study indicate that creativity has a significant and positive effect on the entrepreneurial interest of UINSU FITK students with sig values for variables (X3) of 0,000 <0.05. It shows that the higher the creativity of students, the higher the students' interesting entrepreneurship. The results of this study are similar to previous studies conducted by Zampetakis & Moustakis (2006) and Bello, B., Mattana, V., Loi(2017a). The results showed that creativity is a factor that is able to influence and is a driving force for someone to pursue business world. Where people who have

creativity tend to have many ways and ideas to achieve what they want and become an entrepreneur who really need high creativity, so that the business he builds can achieve the results he wants.

The Effect of Entrepreneurship Learning, Self-Efficacy and Creativity Against Entrepreneurial Interest in FITK UINSU Students

Based on the results of the hypotheses carried out, the results of this study indicate that the variables of entrepreneurship learning, self-efficacy and creativity together have a significant and positive effect on the entrepreneurial interest of FITK UINSU students with sig results for variables (X1, X2 and X3) were $0,000 < 0,05$. It showed that the higher the entrepreneurship learning, self-efficacy and creativity of students, the higher students' interests in entrepreneurship.

The results of this study are in line with research conducted by Karyaningsih & Wibowo (2017) entitled *the relationship of creativity, self-efficacy and entrepreneurial intentions to students*, which showed that the variables of creativity and self-efficacy jointly affect the students' entrepreneurial interests. Likewise, a research conducted by Savira (2015) said that self-efficacy and creativity together affect the interest in entrepreneurship. Then, (Jiang, Xiong, & Cao, 2017), in the study entitled *the quality of entrepreneurial learning, self-efficacy and entrepreneurial intentions*, showed that entrepreneurship learning and self-efficacy jointly influenced the interest in entrepreneurship.

Conclusion

Unemployment of college graduates can be overcome if the government is able to increase students' interest in entrepreneurship. The results of this study indicate that there are several factors that influence student interest in entrepreneurship. First, entrepreneurship learning has a significant and positive effect on students' interest in entrepreneurship. Secondly, self-efficacy has a significant and positive influence on students' entrepreneurial interests. Third, creativity has a significant and positive influence on students' entrepreneurial interests. The fourth is learning entrepreneurship, self-efficacy and creativity together have a significant and positive influence on students' entrepreneurial interests. Thus, it can be said that the higher students' entrepreneurship learning, self-efficacy and creativity, the higher students' interests in entrepreneurship.

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