

Self-Efficacy and Entrepreneurship Education:

Assessing the Impact Toward Entrepreneurial Intentions

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Abstract—An imbalance between the number of workers and opportunities available, resulting in an increase in unemployment. Unemployment issues are still not resolved because many human resources are unable to compete for employment opportunities. Data shows that by August 2018, as much as 7,000,691 unemployment people were university graduates. In other words, graduate graduates contribute to the unemployment rate of 729,601. The amount of unemployment should be reduced by creating employment or entrepreneurial. The purpose of this research is to know the entrepreneurial interests of students of private university management courses in Cirebon Indonesia. This research method uses quantitative methods, with a total sample of 85 respondents by applying proportional randomized sampling. Data analysis using regression analysis. The results showed that there was a significant positive influence on entrepreneurship education (EE) and Self-Efficacy (SE) against entrepreneurial intentions of students (EI) where the simultaneous results of a significant positive influence influenced Between variables.

Keywords: entrepreneurship education (EE), Self-Efficacy (SE), entrepreneurial intention (EI)

I. INTRODUCTION

Employment has always been focus and problem in various countries, including Indonesia. This is due to an imbalance between number of workers and available opportunities. Where there is more workforce but on the other hand job opportunities are very few. The problem of unemployment still cannot be overcome because of many human resources who are unable to compete for job opportunities. This is based on the number of unemployment figures according to the highest level of education [1]. Data shows that as of August 2018, 7,000,691 unemployed people were university graduates. In other words, undergraduate graduates contributed to the unemployment rate of 729,601. The number of unemployed people should be able to be reduced by creating employment or self-employment. In addition, it can provide government solutions through the absorption of new workers [2]. Entrepreneurs need self-efficacy, self-perception as a form of human confidence in the ability to control over their personal functions from events in their environment [3].

The definitions used in this study are entrepreneurship education, self efficacy, and entrepreneurial intentions [4]. Entrepreneurship Education is an educational process by

applying principles and methodologies towards the formation of life skills [5]. So that by having life skills, it is expected to be a ladder to the dream of being independent both financially, and having the ability to build individual prosperity, as well as participate in building community welfare. The definition of Self Efficacy in this topic is a person's self confidence in his/her ability to complete a job [6]. Meanwhile, entrepreneurial intentions are intentions as actions or implementation after seeing business opportunities from well-planned plans to start a new business and commit to the new business in accordance with entrepreneurship sciences [7].

Entrepreneurial intention is a cognitive representation in exploiting business opportunities by applying entrepreneurial learning through knowledge and skills, personal factors that become intermediaries or mediators in the interaction between behavioral facts and environmental factors [8]. While Self efficacy is considered as a determinant of the success of performance and implementation of work. Self-efficacy is also considered to greatly affect the mindset, emotional reactions for each individual in making decisions.

Based on the description of the framework, the research paradigm can be described as follows:

At present there is still relatively little interest in becoming an entrepreneur, especially among students. In general, the students hope to be in the comfort zone and become an employee with regular basis for income every month [5]. However, not a few students who want to be entrepreneurs. However, this desire still faces many obstacles, such as not having enough initial capital to start a business, or being confused to start a business and lack of knowledge that supports their intentions in understanding the fields and good business opportunities [9].

Based on the phenomenon of the problem, the writer attempts to find out how the influence of entrepreneurship education at the tertiary level and Self-Efficacy influence the determinants of entrepreneurial intentions. Thus, the purpose of this study is to find out how entrepreneurship education and self -efficacy can be used as determinants of entrepreneurial intentions especially among management students. The results of this study are expected to be a reference for future researchers in the field of marketing management studies, especially entrepreneurship. Moreover, it can be used as an

alternative opinion for study programs in determining course syllabi.

II. RESEARCH METHODS

The current study used quantitative research method because the purpose of this study was to determine the effect of Self efficacy and entrepreneurship education through statistical testing. Total number of the population taking part in this study were 417 final year students of Management Study Program who had taken entrepreneurship subject courses. Sample in this study reached to 85 students with probability sampling technique using proportionate stratified random sampling were applied. Normality Test was administered to gain data while Hypotheses were analyzed by using SPSS 23 tools for Windows.

III. RESULTS

The instrument test used validity and reliability test. The results of the study with a total of 85 respondents. Based on the results of instrument reliability test, it can be seen the results of the instrument validity test in the table below:

TABLE I. VALIDITY TEST RESULTS

Entrepreneurship Education		Entrepreneurial Self-Efficacy		Entrepreneurial Intentions	
Number	R Count	Number	R Count	Number	R Count
1	0,311	1	0,624	1	0,357
2	0,514	2	0,528	2	0,355
3	0,422	3	0,562	3	0,498
4	0,587	4	0,498	4	0,437
5	0,564	5	0,691	5	0,522
6	0,463			6	0,231
7	0,499				
8	0,496				
9	0,452				
10	0,591				
11	0,579				
12	0,462				
13	0,475				
14	0,573				
15	0,517				
16	0,720				

Source : data processing results, 2019

Based on table 1, it is known that all instruments in this study have the value of r count > r table. The value of r table in this study is 0.1796, so it can be concluded that all instruments in this study are valid.

The instrument reliability test results can be seen in the table below.

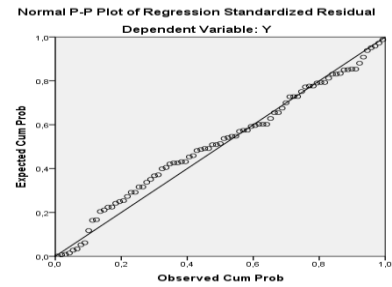
TABLE II. RELIABILITY TEST RESULTS

Nama Variable	Cronbach's Alpha	N of Items
Entrepreneurship Education	0,869	16
Entrepreneurial Self-Efficacy	0,796	5
Entrepreneurial Intentions	0,758	6

Source : data processing results, 2019

Based on the reliability test results it is known that the value of chonbach's alpha all three variables have a chonbach's alpha value > 0.70, so it can be concluded that all instruments in this study is reliable.

Normality test results in this study can be seen as follows:



Source : data processing results, 2019

Fig. 1. Entrepreneurship education normality test results and self efficacy.

In a normal plot graph above, the visible points spread around the diagonal lines that follow the direction of the diagonal lines or the results of the histogram which means the research data is normally distributed. In addition,

The test results regarding the correlation coefficient and the coefficient of detrmination are shown in the following model summary table:

TABLE III. MODEL SUMMARY^B

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,639 ^a	,408	,394	1,99323

^a Predictors: (Constant), X2, X1
^b Dependent Variable: Y

Source : data processing results, 2019

Based on the summary model table it is known that the correlation coefficient (R) is 0.408, this can be interpreted that the degree of closeness of the relationship Entrepreneurship Education and self-efficacy on entrepreneurial intentions. is in the strong category. The coefficient of determination (Adjusted R Square) is 0.394, this means that the level of accuracy of the prediction of turn or increase in entrepreneurial intentions through predictors of Entrepreneurship Education and self-efficacy 39.4%.

This study examines two hypotheses, namely the influence of Entrepreneurship Education and self-efficacy on entrepreneurial intentions. The results of the hypothesis test are shown in the following Coefficient table partial test used hypothesis test t or t test results as follows:

TABLE IV. COEFFICIENTS

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	5,691	2,583		2,203	,030
	X1	,140	,049	,341	2,845	,006
	X2	,443	,151	,351	2,934	,004

Dependent Variable: Y
Source : data processing results, 2019

Based on the calculation results as shown in the table above, the entrepreneurship education variable (X1) has a calculated t value of $2,845 > 1,292$ and a significant value of $0.006 < 0.05$ then H_0 is rejected and H_a is accepted. This means that entrepreneurship education has a positive and significant effect on entrepreneurial intentions of management students. Self-efficacy variable (X2) has a calculated value of $2,934 > 1,292$ and a significant value of $0.004 < 0.05$ then H_0 is rejected and H_a was accepted. Thus, self-efficacy partially had a positive and significant effect on entrepreneurial intentions.

For simultaneous tests using the F test or ANOVA test with the following results:

TABLE V. ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	224,923	2	112,461	28,307	.000 ^b
	Residual	325,783	82	3,973		
	Total	550,706	84			

^a Dependent Variable: Y
^b Predictors: (Constant), X2, X1
Source : data processing results, 2019

Based on the calculation above, the F count result is $28,307 > 3.11$ and the significant value is $0,000 < 0.05$. This means that the variables of entrepreneurship education and self-efficacy together (simultaneously) have a significant effect on entrepreneurial intentions.

IV. DISCUSSION

A. Effect of Entrepreneurship Education (X1) on Entrepreneurial Intentions (Y)

Based on the results of the first hypothesis testing that the entrepreneurship education variable has a significant effect on entrepreneurial intent among management students. It can be concluded that the Entrepreneurship Education (EE) can be realized like the latest curriculum to discuss entrepreneurship and many implementations by the students so as to provide effective learning for students who will become an entrepreneur. Management courses are expected to continuously improve entrepreneurship education (EE) to stimulate students to maintain their entrepreneurial intentions. Therefore, the management study program needs to improve the entrepreneurship education (EE) more specifically by entering into the prevailing curriculum where the entrepreneurship education is specific and packed with more interesting courses so that the intention of entrepreneurial students to become successful entrepreneurs.

The results of previous studies say that there are factors affecting entrepreneurial intent, one of which is education. Entrepreneurship education argues that the factors influencing entrepreneurial intention are the existence of entrepreneurial activity.(7) The main practice of entrepreneurship is that it is practical, characterized by entrepreneurial activity. Indeed, an entrepreneur must have experience with science that can be from education, but in addition to it should familiarize themselves with the practice of being accompanied by real

action. It can be concluded that the research results in line with previous research.

For further research it is advisable to include other variables that affect entrepreneurial intent in addition to entrepreneurial education.

B. Effect of Self Efficacy (X2) on Entrepreneurship Intentions (Y)

From the results of the second hypothesis test that the variable Self Efficacy effect is positive and significant towards entrepreneurial intentions of the student. It proves the high self-efficacy that with confidence in the ability to do business that will be able to bring the impact of success. The increasing self-efficacy the intention of entrepreneurial will increase.

The results of the previous research that determinant intention of entrepreneurship consists of 3 factors, namely personality factors such as the need for achievement and self-efficacy, environmental factors such as contextual elements: access to capital, information and Social networks and demographic factors such as gender, age, educational background and work experience [10]. In addition, the intention of entrepreneurial can arise due to the influence of outside or extrinsic factors including family environment, community environment, opportunities and education [11]. Thus the results of this research in line with previous research that self-efficacy affect the intention of entrepreneurial.

Further studies are expected to add variables that can affect entrepreneurial intent.

V. CONCLUSION

Based on the results of the study, it can be concluded (1). Entrepreneurship education is positively and significantly influential towards entrepreneurial intent. (2) Self efficacy affects positively and significantly towards entrepreneurial intent. (3). Entrepreneurship education and Self efficacy have a positive and significant effect on entrepreneurial intent in the Student Management Study Program Faculty of the Economics of the Gunung Jati University.

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