

# Entrepreneurial Self-Efficacy:

## Training, Observation, Internships, and the Business Plans

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**Abstract**—A person's confidence to succeed in running a business that will be carried out is called Entrepreneurial self-efficacy. Entrepreneurial self-efficacy is not an innate ability, but can be generated by motivating students to become entrepreneurs. The effort to grow self-efficacy for entrepreneurship was carried out to 35 Kanjuruhan University Malang students. The activity is entrepreneurship training, visits in SMEs, internship activities in SMEs, and training in preparing a business plan. The purpose of this study was to determine the factors that influence ESE. Data is collected through observation, questionnaires, and tests. Data were analyzed using multiple regressions using the SPSS 20 programs. The results showed that entrepreneurship training and internships in SMEs had a positive effect on ESE, while the visits to SMEs and training in business plan preparation did not affect on ESE.

**Keywords:** *entrepreneurial self-efficacy, entrepreneurship training, industry visits, industry internships, business plan*

### I. INTRODUCTION

Indonesia has a huge wealth of natural resources, such as various types of flora, fauna, minerals, oil, and natural gas. With this natural wealth, Indonesia should become a prosperous country, compared to other countries that do not have as many natural resources as the country of Indonesia. However, until now, the Indonesian state still cannot be equated with prosperous countries. One reason is that Indonesia is still poor in human resources [1].

The weakness of Indonesian human resources must be solved immediately. If not, Indonesia will feel very heavy in facing the free-market era or MEA and AFTA. HR improvement must be the government's attention so that they can compete in other countries. According to James Stapleton, HR is the only "weapon" that can create a competitive advantage [2].

The government has sought to improve human resources, specifically to be more productive in processing natural resources and opening up independent employment opportunities. Various programs were launched to support the community in entrepreneurship known as the creative economy movement. Not only the community, but also the government seeks to encourage the younger generation, especially students

to become entrepreneurs. This effort is known as the National Entrepreneurship Movement (GKN), which was initiated in 2011. GKN is a program for students and alumni from various universities in Indonesia to develop an existing business or for novice entrepreneurs.

According to President Joko Widodo, developed countries have entrepreneurs of at least 14%, while in Indonesia, the number is still 3.1% (Kompas.com, 2018). GKN's goal is to change the mindset of students from looking for work to being independent entrepreneurs and even creating jobs for others. It is hoped that in the future new entrepreneurs will be formed and will increase the number of entrepreneurs in Indonesia so that Indonesia becomes a prosperous country.

The Kanjuruhan University of Malang welcomes the government program in printing entrepreneurship on campus by requiring students of all study programs to take entrepreneurship courses. Another effort taken is to encourage students to take part in the PKM program organized by Higher Education. In addition to students, the lecturer team also won the Entrepreneurship Development Program (PPK) from 2017 to 2018.

The purpose of KDP is that at the end of the program it must be able to produce new entrepreneurs among students. 35 students from various study programs joined this program. They are alumni and students who have the desire and skills for entrepreneurship but have not yet started. Printing the 35 students into successful entrepreneurs is not an easy matter. Most of the participants are not from economic education backgrounds.

The important thing to do for prospective new entrepreneurs at Kanjuruhan University Malang is to grow their confidence in entrepreneurship (entrepreneurial self-efficacy (ESE)), because they are students who have never been entrepreneurial or are still early in doing business. Their knowledge of entrepreneurship is still minimal. For this reason, efforts were made to improve the students' insight into entrepreneurship by programming several activities, namely providing entrepreneurship training, inviting students to visit industry / MSMEs, sending students to industry / UMKM

internships, and providing training in developing business plans.

Self-efficacy is like someone's ability to regulate and conduct the actions needed to use their desires [3]. Self-efficacy can foster interest in student entrepreneurship [4]. Entrepreneurial Self-efficacy is a person's belief in success in entrepreneurship [5]. Entrepreneurial self-efficacy is not an innate skill, but an ability that can be grown through education and training. This confidence needs to be developed for prospective entrepreneurs because it can affect the success of entrepreneurship. The higher a person's beliefs, the more willing they will be to realize their success.

Entrepreneurship training is carried out by speakers from the industry service and successful entrepreneurs. The training material is an insight into entrepreneurship and business management. The purpose of this training is to improve students' understanding of entrepreneurship, business management, and entrepreneurial characteristics. Entrepreneurship training in addition to understanding entrepreneurship also teaches why entrepreneurs succeed and others fail [6]. This means that entrepreneurship training also provides insight into the characteristics that successful entrepreneur's must-have. With the increasing understanding of entrepreneurship and the characteristics that must be possessed by an entrepreneur, students' self-confidence in entrepreneurship will increase. Based on the statement, the hypothesis is arranged as follows.

This activity is to invite students to visit industries / MSMEs that have successfully run their businesses. The purpose of this activity is to provide students with an overview of the success stories behind the hard work of entrepreneurs and the characteristics of successful entrepreneurs. This is by following from the opinion of Chou et al., prospective beginner entrepreneurs are allowed to learn from successful entrepreneurs who have experienced business ins and outs [7]. The experience of these successful entrepreneurs is expected to motivate students to become entrepreneurs. Based on the statement, the hypothesis is arranged as follows.

Internship activities to industries / MSMEs are carried out to equip students about the real world of business in society. Students practice entrepreneurship for industries / MSMEs that are by-their business plan. Internships to industries / MSMEs enable students to work in teams, practice interpersonal communication skills, and gain hands-on experience and work practices to enter the workforce later [8]. The purpose of this activity is to provide the skills /practices of entrepreneurship and foster an attitude of hard work as a provision to become entrepreneurs later. With more skilled students in fields that are suitable for their type of business, it is expected to increase students' confidence. Based on the mapping, the following hypotheses are arranged.

But other studies suggest the opposite, that entrepreneurship training is only limited to the delivery of entrepreneurship theory has not been able to improve student ESE. Entrepreneurship is not only limited to theories that are developed but also to practices that are more the focus of

attention [9]. Business plans are very important to do before someone does business. For this reason, prospective business students at Kanjuruhan University Malang were given training on how to develop business plans. The purpose of this activity is for students to be able to plan the business to be carried out, and be able to analyze the benefits when they are entrepreneurs. With the increasing ability of students in planning their business, it is hoped that students can improve their self-efficacy for entrepreneurship. Based on the statement, the hypothesis is arranged as follows.

These activities are carried out with the aim of increasing students' understanding of entrepreneurship, providing insight into business management, and fostering an attitude of entrepreneurship. With the increasing insight into student entrepreneurship, it is hoped that they will grow their confidence that they can also become entrepreneurs. Did the planned activities really affect ESE, so they did not hesitate to become entrepreneurs? To answer these questions, this research was conducted with the aim of analyzing the factors that influence the student self-efficacy to start entrepreneurship. Previous research is more often that self-efficacy as an independent variable [10-13]. In this study, self-efficacy is the dependent variable.

**II. METHODS**

This study examines whether there is the influence of entrepreneurship training, visits to industry / SMEs, apprenticeship to industry / SMEs, and the ability to draw up a business plan to the increase in ESE. The research sample was collected using the following methods. The team of researchers gave the announcement of the acceptance of prospective entrepreneurs to all students and alumni of Kanjuruhan University in Malang. A total of 51 alumni and Kanjuruhan University Malang students registered for the event. The team gave written tests about participants' entrepreneurial insights, followed by interview tests. The criteria for accepting participants are those who pass the test and who already have a plan of business that they will do. Test participants who graduated in 2017 amounted to 15 people and in 2018 amounted to 20 people. The total sample size of 35 people with the distribution of study programs is shown in Figure 1.

Figure 1 informs that participants are students who come from different study programs. Participants with an economic education background (economic and management education) are 35%, while participants who have a non-economic education background are 65%.

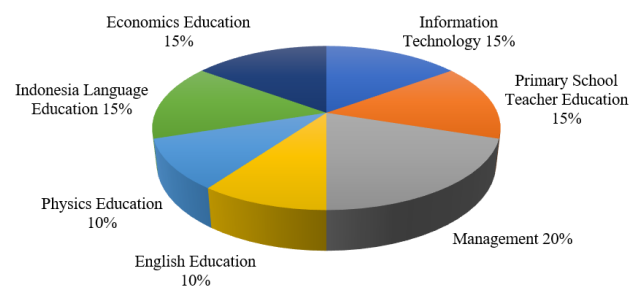


Fig. 1. Distribution of sample.

This instrument measures student responses to entrepreneurship training conducted. Four questions were given to students, namely the suitability of the material being trained with interest, the material that was turned off increased understanding of entrepreneurship, the benefits of training, the material being trained was able to motivate to start a business. Student responses were measured based on a Likert scale, namely (1) Very bad, (2) Very good, (3) Enough, (4) Good, and (5) Very Good.

**Industrial Visits / MSMEs.** This instrument is given to students after making a visit and observing the production process in the industry / MSME. The four questions compiled for this instrument are: understanding the characteristics of an entrepreneur, understanding how to process raw materials into industrial materials, fostering motivation to start a business, and raising my idea of entrepreneurship. Student responses were measured based on a Likert scale, namely (1) Very bad, (2) Very good, (3) Enough, (4) Good, and (5) Very Good.

**Internship to Industry / MSMEs.** The ability of students to take part in industry / UMKM internships is assessed through observation techniques by instructors / leaders in industries / MSMEs. There are instruments that include: perseverance, hard work, adaptation, communication, skilled, able to work together, able to provide ideas / ideas, and politeness. Students' abilities are assessed through a Likert scale, namely (1) Very bad, (2) Very good, (3) Neutral, (4) Good, and (5) Very Good.

**Compilation of Business Plans.** After students are trained in preparing a business plan, students are then asked to develop a business plan that is in accordance with their respective business plans if given a certain donation. The work results of students are assessed with a score between 0-100.

**Entrepreneurial Self-Efficacy.** Entrepreneurial Self-efficacy instruments are adapted from Brown, namely: 1) How much you believe that you can complete the tasks given to you in entrepreneurship, 2) How much do you believe that you can motivate yourself to complete the task, 3) How big your belief that you are able to strive hard, persevere and diligent, in entrepreneurship, 4) how much you believe that you are able to withstand obstacles and difficulties in entrepreneurship, and 5) how much you believe that you can complete challenging tasks in entrepreneurship. The rating scale of the self-efficacy instrument is: 1 if Very unsure; 2 if unsure; 3 if sure enough; 4 if sure; and 5 if Very Confident. Implementation procedures, research activities are described in Table 1.

This study uses a quantitative approach. The independent variable was the response of students to entrepreneurship training (X1), 2) the response of the students at the observatory in SMEs (X2), 3) response and the ability of students as interns in SMEs (X3), and 4) the ability of students in preparing the business plan (X4), while the dependent variable is the entrepreneurial self-efficacy (ESE) (Y).

Data were analyzed using SPSS version 22. Data analysis included simple descriptive statistics, correlation and regression. Simple descriptive statistics used to obtain the average value and standard deviation of each variable studied. Correlation and regression is used to explain the factors that

influence the ESE partial and simultaneous. To test the hypothesis of the influence of independent variables with the dependent variable partially used to tests, with the criteria if  $t_{th} > t_{tt}$  with  $\alpha < 0.05$  then the hypothesis is accepted, whereas simultaneously to test the influence of F test criteria if  $F_{th} > F_{tt}$  with  $\alpha < 0.05$  then the hypothesis is accepted.

TABLE I. PROCEDURES IMPLEMENTATION RESEARCH

No.	Activity	Information
1	Some 51 students enroll KDP activity	After the selection netted 35 students are nurtured to become a candidate entrepreneurs
2	Student entrepreneurship training	After the training students are asked to fill out questionnaires on their understanding of entrepreneurship training (entrepreneurship training instruments)
3	Students are programmed to visit SMEs with the aim of motivating entrepreneur through direct explanation of entrepreneurs	After participating in the activities, students were asked to fill out questionnaires on their views on the activities (visits to industrial instruments)
4	Students in apprenticeship to industry / SMEs with the aim of working directly with the practice feel broaden the business world would they pursue.	During the activity, the leadership of SMEs were asked to evaluate and assess the student activities include, perseverance, hard work, teamwork, skills, etc. (Instrument internships in industry)
5	Students attend a business training plan and asked to draw up a business plan they would do if given the motivation funds.	Team researchers assessed the results of the business plan prepared students (Instrument composing ability of the business plan)
6	After all the activities done by the students, then the students were asked to follow a questionnaire about ESE.	

Source: research methods, data processed.

The first classic assumption test is a test multicollinearity. This test aims to determine whether the regression model found a correlation between independent variables. Based on data analysis  $VIF = 1,497 < 5$ , then there are no multicollinearity or no perfect relationship between independent variables with each other. Second, do UJIA autocorrelation. Autocorrelation test to determine whether there correlation among multiple observers or between members of the sample, so it appears the data that is affected by the previous data. Based on data analysis Durbin Watson ( $d$ ) = 1.660. Since  $4 - 1.38 < 1.660 < 4 + 1.38$  which means no autocorrelation. The third is the normality test. Testing normality of the data in this study using normal P-plot graphs, the data is said to be normally distributed if the data spread around the diagonal line and the direction of its distribution follows the diagonal line. Normality test results show that the data are normally distributed. The fourth is heteroscedasticity test. Results of the analysis indicate that did not happen heteroscedasticity.

III. RESULTS AND DISCUSSION

Based on the results obtained by analysis of average values for each variable shows that the average value of each variable is quite high. The lowest score was when students were asked to draw up a business plan.

TABLE II. THE VALUE OF MULTIPLE CORRELATION COEFFICIENT (R) AND THE COEFFICIENT OF DETERMINATION (R SQUARE)

Model	R	R Square	Adjusted R Square	Std. Error of the estimate	Durbin-Watson
1	.839	.704	.664	6.77705	1,410

Table 2 shows the value of multiple correlation coefficient (R) = 0839. This suggests that the independent variables simultaneously affect the ESE. The value of coefficient of determination (R Square) = 70.4% means that the four variables contributed to the ESE at 70.4%, the remaining 29.6% is influenced by other variables not examined in this study.

TABLE III. SUMMARY OF ANOVA TEST

Model	Sum of Squares	Df	mean Square	F	Sig
1 Regression	3274.549	4	818.637	17.824	.000b
Residual	1377.851	30	45.928		
Total	4652.400	34			

Table 3 shows results of F value is 17.824 next to test the hypothesis that value compared to the value of F table at the level of  $\alpha = 0.05$  degrees of freedom = 4: 30 that is equal to 3.23. Value of F (17.824) > F table (3.23) or the Sig. 0.000 < 0.05, then  $H_0$  is rejected ( $H_a$  acceptable) means entrepreneurship training, visits to industry / SMEs, apprenticeship to industry / SMEs, and the ability to draw up the business plan together (simultaneously) significantly affects the ESE.

TABLE IV. SUMMARY OF RESULTS OF MULTIPLE LINEAR REGRESSION ANALYSIS

Model	unstandardized Coefficient		Stand ar d Coeffi cient <i>beta</i>	T	Sig.	correlation		
	<i>B</i>	<i>Std. Error</i>				Zaro	Partia	part
(Constant)	-79.732	.22	.504	-3504	0:01			
training KWU	1.252	.756		4.084	.000	.747	.598	.406
Visits to SMEs	-.113	.136	-.087	-.831	.413	.190	-.150	-.083
Internships to SMEs	.909	.252	.484	3.605	.001	.730	.550	.358
Develop a business plan	-.045	.139	-.036	-.0320	.751	.255	-.058	-.032

The t-test is used to determine the effect of each independent variable (partial test). Testing is done by comparing the value of t with t table at the level of  $\alpha = 0.05$  and degrees of freedom  $(nk-1) = 35 - 4 - 1 = 30$ , which is obtained table = 2.02 or comparing the value of the significance of the analysis results with a level of  $\alpha = 0.05$ .

Based on Table 4 shows that entrepreneurship training in partial significant influence and positive impact on ESE, because the value of  $t_h = 4.08 > t_t = 2.02$  with  $sig. = 0.000 < 0.05$ . In partial visits to industry / SMEs negatively affect the ESE, because  $t_h = -0.83 < t_t = 2.02$  with  $sig. = 0.41 < 0.05$ . In partial internship to industry / SMEs and significant effect

positive, because  $t_h = 3.61 > t_t = 2.02$  with  $sig. = 0.00 < 0.05$ . In partial ability to draw up the business plan negatively affect the ESE, because  $t_h = -0.32 < t_t = 2.02$  with  $sig. = 0.75 < 0.05$ .

Based on the values of the regression coefficients are presented in Table 4, the size of the ESE can be predicted from the value of entrepreneurship training of 1252, visits to industry / SMEs amounted to -0.113, was apprenticed to industry / SMEs amounted to 0.909, and the ability to draw up the business plan of -0.475.

The results showed that entrepreneurship training affects the ESE students. Entrepreneurial training aims to provide insights into entrepreneurship to students. For students who are non-economic educational background, training is very important to provide insight into entrepreneurship as a potential new entrepreneurs. Students who initially do not know the ins and outs of entrepreneurship, with the training, knowledge of entrepreneurship of students increased, which initially do not yet have an entrepreneurial spirit, with this training capable to encourage entrepreneurial spirit. Entrepreneurship training does not only provide the theoretical foundation of entrepreneurship, but to shape attitudes, behaviors, and the entrepreneurial mindset [14]. Entrepreneurship training may increase the intention to entrepreneurship [15,16]. Students who already have entrepreneurial insight will be more confident when entrepreneurship. It is expected that they will successfully run their business.

Student visits to industry / SMEs aims to make students learn the success stories of the entrepreneurs behind the hard work and do not know despair at the beginning of entrepreneurship. With visits to industry, students can link theory they gain from training with practice in industry [17]. The results showed that students visit to SMEs do not significantly affect the ESE. Not influential observations / student visits to SMEs against ESE presumably because the student has not obtained a true picture of an entrepreneurial success story. It can also happen due to the business field in the observation less according to student interest in entrepreneurship so as to render no effect on the ESE.

Based on the analysis, student internship activities to SMEs significantly affect the ESE. Apprentices to do is to send students to various SMEs in accordance with their interests, to conduct work practices. Students are directly involved in the process of manufacture, management, and marketing. In accordance with the results of Bukaliya that the student interns benefit in providing practical experience in accordance with the working world [18]. This will result in the student having work experience. If this experience as they wish, students will feel more motivated to entrepreneurship, thereby increasing the ESE. This is consistent with previous research stated that the internship program can improve the ESE Botha [19,20] and the internship program in the industry can increase interest in entrepreneurship [21]. Internship experience in the world of work can improve students' skills and may also improve ESE when it will start a new venture. The previous research shows that an internship is one of the variables that determine the success of entrepreneurs in the food sector [22].

Preparing training business plan aims to provide insight to students about how they plan entrepreneurial activity, determine the tools and materials, to calculate the profit loss. Business plan is a blueprint for success in running a new business [23]. Partially, arrange activities of the business plan does not significantly affect the ESE. It is not appropriate to the research conducted by Burke *et al.*, which states that the business plan can help improve the performance of the entrepreneur [24]. However, research conducted by Karlsson and Honig & Samuelsson failed to show a significant positive relationship between business planning and performance [25,26]. This failure was due to lack of diligence in the business plan [26] and the respondents saw business planning is not important [25]. Based on the analysis, the failure is due to research for students whose background education is still difficult to arrange non-economy business plan. Business plan must clearly and precisely define the mission, values, strategies, measurable objectives, and the main results expected [27]. Most of them do not take into account the work force, they only take into account the difference between the selling price and the price of materials. They also do not take into account the fuel needed to conduct business. These results inform you that the students still do not understand how to prepare a business plan. They have to practice to be able to compile a business plan well. The results of analysis of linear regression equation as follows:

$$Y = -84.018 + 1.252X_1 + (-0.113)X_2 + 0.884X_3 + (-0.047)X_4 \quad (1)$$

Based on these equations, the value of the variable coefficient entrepreneurship training (X1) and Apprenticeships in SMEs (X3) positive effect on ESE, while variable observations to SMEs do not affect the ESE, and preparation of business plan negatively affect the ESE. This means that if the value of the variable training and apprenticeship in UKMM variable increases, the ESE will also increase, but if the value of the variable observations in SMEs and preparation of business plan variable increases, the ESE decreases.

The equation also explains that if all four variables is zero, then the value of -79.792 ESE. This means that if there is no variable entrepreneurship training, internships in SMEs, observations to SMEs, and the preparation of business plan, the student does not have the confidence to start a new business. Simultaneously variable entrepreneurship training, visits to SMEs, an apprentice to SMEs, and the ability to draw up the business plan for a very significant effect on the ESE. The value of coefficient of determination (R Square) = 70.4% means that the four variables contributed to the ESE amounted to 69.70%, the remaining 29.6% is influenced by other variables not examined. Another variable that is self-leadership [28], family background and business experience [29].

#### IV. CONCLUSION

The analysis explains that entrepreneurship training and apprenticeship to industry / MSME partially had a positive effect on entrepreneurial ESE, the preparation of a business plan partially had a negative effect on ESE, while visits / observations to MSME had no effect on ESE. Based on the analysis, student internship activities to SMEs significantly

affect the ESE. Apprentices to do is to send students to various SMEs in accordance with their interests, to conduct work practices. Students are directly involved in the process of manufacture, management, and marketing. Based on the results of this study, it is recommended to the teacher / lecturer or other researchers, if conducting training to prepare a business plan, the educational background of participants must be considered. For students with non-economic education backgrounds more detailed and thorough training is needed so that it will help them understand how to better prepare business plans.

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