



## INFLUENCE OF ENTREPRENEURIAL EDUCATION, SELF EFFICACY, LOCUS OF CONTROL, ON THE ENTREPRENEURSHIP INTENTIONS OF SMKN 3 JAKARTA STUDENTS

Azmi Auliya Shah<sup>1</sup>, Henry Eryanto<sup>2</sup>, Munawaroh<sup>3</sup>

<sup>1</sup> State University of Jakarta, Indonesia

<sup>2</sup> State University of Jakarta, Indonesia

<sup>3</sup> State University of Jakarta, Indonesia

---

### Article Info

Article history:

Received: April 03, 2021;

Accepted:

Published: December 18, 2021;

---

### Keywords:

Entrepreneurial Intentions; Entrepreneurship Education; Self Efficacy; Locus of Control

---

### Abstract

*This study was conducted to determine the effect of entrepreneurship education, self-efficacy, locus of control, on the entrepreneurial intentions of students at SMK Negeri 3 Jakarta. The research was conducted by survey research method with a sample of 191 students and using proportional random sampling technique. In collecting data, researchers used a questionnaire and analyzed using multiple linear regression techniques to test the validity and reliability. From the results of the research that has been carried out, it shows that entrepreneurship education, self-efficacy, locus of control on entrepreneurial intentions among students. Therefore, teachers in the school environment are required to encourage entrepreneurship education, self-efficacy, locus of control, towards entrepreneurial intentions through various programs and entrepreneurship education to increase and explore students' entrepreneurial intentions.*

---

### Abstrak

Dilakukannya penelitian ini untuk mengetahui pengaruh pendidikan kewirausahaan, self efficacy, locus of control, terhadap niat berwirausaha siswa SMK Negeri 3 Jakarta. Penelitian dilakukan dengan metode penelitian survei dengan sampel sebanyak 191 siswa dan menggunakan teknik proporsional random sampling. Dalam mengumpulkan data peneliti menggunakan kuesioner dan dianalisis menggunakan teknik regresi linier berganda untuk menguji validitas dan reliabilitas. Dari hasil penelitian yang telah dilakukan menunjukkan bahwa pendidikan kewirausahaan, self efficacy, locus of control terhadap niat berwirausahaan di kalangan siswa. Oleh karena itu, guru di lingkungan sekolah dituntut untuk mendorong pendidikan kewirausahaan, self efficacy, locus of control, terhadap niat berwirausaha melalui berbagai program dan pendidikan kewirausahaan untuk meningkatkan dan menggali niat wirausaha siswa.

## How To Cite:

---

\* Corresponding Author.

[Azmiauliya16@gmail.com](mailto:Azmiauliya16@gmail.com) Azmi Auliya Shah

ISSN

2302-2663 (online)

DOI: doi.org/10.21009/JPEPA.007.x.x

## **INTRODUCTION**

Economic problems related to poverty and poverty in our country are no longer common to hear about. Some of the main factors that affect poverty and income levels, namely low income levels of the community, this leads to a decrease in people's purchasing power. In addition, a person's interest in work, the low level of public education in a country can also affect this. Therefore, the role of the government is able to overcome various kinds of economic problems that occur.

This economic problem occurs because of the imbalance of economic conditions of a country between peoples, so there are many problems in a society about their respective economies. This economic problem also affects the unemployed in Indonesia in order to advance the Indonesian economy. Individuals should be able to or can create their own jobs to reduce the number of jobs in Indonesia, so there is not much data on Indonesian ability. One way that individuals do not experience employment is to create their own jobs. By starting a business, because data from BPS high school graduates are more unemployed from year to year.

According to data recorded by the Indonesian Central Statistika Agency in August 2020, there was an increase in the number of open-airing by 2.67 million people. Thus, 7.7% or 9.77 million of the total workforce in Indonesia. Suhiryanto as the Head of BPS stated that the corona virus (Covid-19) became the cause of the increase in the open unemployment rate (TPT) in Indonesia from 5.23% to 7.07%. The level of education that experienced unemployment was dominated by Vocational High Schools (SMK) which reached 8.63%. Followed by TPT at Diploma I / II / II and sma level which amounted to 6.89% and 6.78% respectively. The unversive level TPT is also quite high, reaching 6.24% (Source Kompas.com).

Based on these problems, researchers are interested in conducting research with the title "The Influence of Entrepreneurship Education, Self Efficacy, Locus of Control, on the Entrepreneurship Intentions of Students of SMK Negeri 3 Jakarta".

## **Theoretical Studies**

### **Entrepreneurial Intentions**

The intention or intention of entrepreneurship is the determination of an individual to become an entrepreneur. According to (Darmawan, 2019)

Entrepreneurship intentions are the main force to understand the way of entrepreneurship, which is what motivates a person to entrepreneurship.

At the same time, the entrepreneurial intention describes a person in committing to starting a new business, which is a central issue that needs to be considered in the process of understanding new entrepreneurs. (Aryaningtyas & Palupiningtyas, 2017).

Entrepreneurial intentions According to (Nizma & Siregar, 2018) This is the search for information used to achieve established business goals. Compared to those who have no intention of starting a business, those who intend to start a business will have confidence, progress and a better willingness to operate.

### **Entrepreneurial Education**

Entrepreneurial education is one of the disciplines that studies values, abilities and

behaviors to face a variety of life's challenges. According to (Lanang Agung Adnyana & Purnami, 2016) Entrepreneurship education is an educational program that is a source of entrepreneurial attitudes and intentions to become a successful entrepreneur in the future.

Meanwhile, Gerba (2015), argues that entrepreneurship education is an educational program that aims to instill a knowledge, skills and motivation to encourage entrepreneurs to succeed and grow their entrepreneurs.

Entrepreneurship education is a discipline, because entrepreneurship has a complete and correct knowledge system, with two concepts, namely entrepreneurial business and entrepreneurial growth, and has its own object, namely the ability to create something. (Aryaningtyas & Palupiningtyas, 2017).

The aim of entrepreneurial education is to train individuals of character, skills and understanding to become entrepreneurs (Jaya & Seminary, 2016).

### **Self Efficacy**

Self efficacy is a growing belief in oneself, which affects the magnitude of motivation (Aini, Purwana ES., & Saptono, 2015).

Ormrod (evalia, 2015) "Self Efficacy is the value of one's ability to perform various behaviors to achieve a goal".

According to Bandura, (Azhari, T, & Nz, 2019) Self-efficacy is a person's belief that refers to his ability to complete a job or action needed to achieve a certain result, not just knowing what they are doing.

Self Efficacy is a human belief that refers to his ability to start a business, manage a business, and believe in success in entrepreneurship (Anggraeni & Nurcaya, 2016).

Self Efficacy is a person's belief in one's own ability to complete a job (Lanang Agung Adnyana & Purnami, 2016). Based on the definition of self-efficacy is a belief that arises in a person according to his ability to do things successfully.

According to (Amir. H, 2016), self-efficacy is a specific part of the dimension of self-efficacy, which refers to three aspects, namely the aspects of level, generality, and strength where there are four psychological processes that accompany the cognitive process, the motivational process, the process of affection and the selection process. And formed through one or a combination of four factors, namely experiences of mastery experiences, social modeling, social persuasion (social persuasion) and physical and emotional states ( physical and emotional states ).

### **Locus of Control**

Locus of control is defined as a person's general belief about the amount of control he or she has over personal life events (Self-control is defined as a person's general ruse about the amount of control he has over personal life events) (Ernia, Parimita, & Wibowo, 2016).

(Nizma & Siregar, 2018) says that the locus of control is a personal understanding of the main cause of an event in his life, it can also be interpreted as a personal belief about control in his life, where in a personal event one considers the success he has achieved is the result of his own efforts and abilities, while the other individual considers

that the success he has obtained due to luck alone. Locus of Control is a personality trait that describes a person's level of trust to the extent to which they can control the factors that influence their success or failure. (Basudewa agung & Merkusiwati, 2015).

Locus of control according to Kreitner and Kinicki in (Lanang Agung Adnyana & Purnami, 2016) consists of two dimensions, namely internal and external. If one assumes that what happens is always under his control, and always plays a role in every decision, then where is the place of internal control and external control some people assume. Events in his life are beyond his control.

## **Hypothesis**

H<sub>1</sub>: There is a positive influence between entrepreneurial education and entrepreneurial intentions. In other words, the better the entrepreneurial education provided the better the entrepreneurship intentions.

H<sub>2</sub>: There is a positive influence between Self Efficacy on entrepreneurial intentions. in other words, the more self-efficacy in students, the better the entrepreneurship intentions in students.

H<sub>3</sub>: There is a positive influence between Locus of Control on entrepreneurship intentions. in other words, the more locus of control in students, the better the entrepreneurship intentions in students.

H<sub>4</sub>: There is a positive influence between Entrepreneurship Education, Self Efficacy, Locus of Control on entrepreneurship intentions. in other words, the more Entrepreneurial Education, Self Efficacy, locus of control in students, the better entrepreneurship intentions in students.

## **METHOD**

The population in this study is the students of SMK Negeri 3 Jakarta which consists of class XI and XII as many as 420 students. Sampling based on Issac and Michael tables with error rate of 5% of the population taken amounted to 191 students. The reason for the selection of class XI and XII smk Negeri 3 Jakarta is because students XI and XII have obtained Entrepreneurship subjects. The data collection technique used is kuesioner. Data analysis techniques use multiple linear regression analysis using SPSS version 25.

## **USI RESULTS ANDDISKS**

### **Normality Test**

**Table 1. Normality Test**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		191
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	3,35323210
	Most Extreme Differences	
	Absolute	,061
	Positive	,035
	Negative	-,061
Test Statistic		,061
Asymp. Sig. (2-tailed)		,084 <sup>c</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

**Source: data processed by research**

Based on the results of these tests, it is known that the level of significance on the data  $>0.05$  it can be concluded that the data is normal.

## Linearity Test

**Table 2. Linearity Test**

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Y * X1	Between Groups	(Combined)	1753,408	39	44,959	2,136	,002
		Linearity	1188,247	1	1188,247	56,462	,000
		Deviation from Linearity	565,161	38	14,873	,707	,881
	Within Groups		1662,558	79	21,045		
	Total		3415,966	118			

**Source: data processed by researchers**

Based on the ANOVA table above, it can be known that the significance value (Sig.) obtained from the Linearity row is 0.000 less than 0.05. So it can be concluded that between the variable of Entrepreneurship Education and the Entrepreneurship Intention variable there is a relationship that is linear or the data used has passed the linearity test.

## Multicollinearity Test

**Table 4. Multicollinearity Test**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	Collinearity Statistics	
		B	Std. Error	Beta	Tolerance	VIF
1	(Constant)	20,672	2,310			
	X1	,151	,023	,339	,803	1,245
	X2	,380	,039	,526	,762	1,312
	X3	,076	,037	,100	,943	1,060
a. Dependent Variable: Y						

Source: data processed by researchers

From the table above it can be seen that all variables of Entrepreneurial Education have a tolerance value of  $0.803 > 0.1$  and a value of VIF  $1.245 < 10$ . For self efficacy variables have a tolerance value of  $0.762 > 0.1$  and a value of VIF  $1.312 < 10$ , and a Tolerance Locus of Control value of  $0.943 > 0.1$  and a VIF value of  $< 10$ . It can then be concluded that there are no symptoms of multicollinearity in this study's regression model. So this research regression model has met the classic assumption test of multicollinearity.

### Heteroskedasticity Test

Table 4. Heteroskedasticity Test

Correlations							
			X1.1	X1	X2	X3	Unstandardized Residual
Spearman's rho	X1.1	Correlation Coefficient	1,000	,849**	,440**	,041	-,067
		Sig. (2-tailed)	.	,000	,000	,569	,357
		N	191	191	191	191	191
	X1	Correlation Coefficient	,849**	1,000	,419**	,047	-,024
		Sig. (2-tailed)	,000	.	,000	,516	,740
		N	191	191	191	191	191
	X2	Correlation Coefficient	,440**	,419**	1,000	,215**	,057
		Sig. (2-tailed)	,000	,000	.	,003	,436
		N	191	191	191	191	191
	X3	Correlation Coefficient	,041	,047	,215**	1,000	-,027
		Sig. (2-tailed)	,569	,516	,003	.	,709
		N	191	191	191	191	191
Unstandardized Residual	Correlation Coefficient	-,067	-,024	,057	-,027	1,000	
	Sig. (2-tailed)	,357	,740	,436	,709	.	
	N	191	191	191	191	191	
**. Correlation is significant at the 0.01 level (2-tailed).							

Source: data processed by researchers

Based on the output of the SPSS 25 correlations table above, you can see the signification value (X1.1) of  $0.357 > 0.05$ , the signification value (X1) of  $0.740 > 0.05$ , and the signification value (X2) of  $0.436 > 0.05$ , and the signification value (X3)  $0.709 > 0.05$ . It can then be concluded that the regression model in this study did not occur symptoms of heteroskedasticity.

### Multiple Regression Equations

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	20,672	2,310		8,950	,000
	Pend. Kewirausahaan	,151	,023	,339	6,452	,000
	Self efficacy	,380	,039	,526	9,761	,000
	Locus of Control	,076	,037	,100	2,059	,041

a. Dependent Variable: Y

**Table 5. Multiple Regression Equations**

Source: data processed by researchers Based on the results of multiple linear regression analysis in the Table can be created multiple linear regression model as follows:  $Y = 20.672 + 0.151X_1 + 0.380X_2 + 0.076X_3$

**Test F**

**Table 6. Test F**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3020,205	3	1006,735	88,120	,000 <sup>b</sup>
	Residual	2136,391	187	11,425		
	Total	5156,597	190			

a. Dependent Variable: Niat Berwirausaha

b. Predictors: (Constant), Locus of Control, Pendidikan Kewirausahaan, Self Efficacy

**Source: data processed by researchers**

An F-table value of 2.65 means that  $H_0$  is rejected and  $H_a$  is accepted. Based on the data above obtained a calculated F value of 88,120 which can be concluded that there is a relationship between Entrepreneurship Education (X1), Self Efficacy (X2), Locus of Control (X3) together affects Entrepreneurship Intentions (Y) which means accepted hypothesis. This is based on the F-calculated value of the F-table > of  $88,120 > 2.65$ .

**Test t**

**Table 7. Test t**



		Coefficients <sup>a</sup>				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20,672	2,310		8,950	,000
	Pend. Kewirausahaan	,151	,023	,339	6,452	,000
	Self Efficacy	,380	,039	,526	9,761	,000
	Locus of Control	,076	,037	,100	2,059	,041

a. Dependent Variable: Niat Berwirausaha

Source: data processed by researchers

Based on table 4.21, variable t calculated and entrepreneurial education amounted to 6,452. Based on the output seen t-table at significance level 0.05, then t-table of 1.972. It is seen that t calculates entrepreneurial education of 6,452 > 1 which means the hypothesis is accepted. Thus it can be concluded that entrepreneurial education has a positive and significant effect on entrepreneurship intentions. It is seen that the self-efficacy count is 9,761 > 1,972 which means the hypothesis is accepted. Thus it can be concluded that self-efficacy has a positive and significant effect on entrepreneurship intentions. T-table is 1,972. It can be known that the t-count of the Locus of Control 2,059 > 1,972 meaning the Hypothesis is accepted. Thus it can be concluded that the source of control has a positive and significant influence on entrepreneurship intentions.

### Analyst coefficient of determination

Table 8. Coefficient of Determination Analysis

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,765 <sup>a</sup>	,586	,579	3,380

a. Predictors: (Constant), X3, X1, X2  
b. Dependent Variable: Y

Source: data processed by researchers

From this table it is seen that (R squared) R<sup>2</sup> is 0.579. It can be concluded that 57.9% of entrepreneurial education (X1), self-efficacy (X2), and sources of control (X3) explain entrepreneurship intentions (Y) at once, while the remaining 42.1% is influenced by other factors that have not been studied. Influenced by researchers.

### Discussion

Based on the results of multiple regression calculations obtained  $Y = 20.672 + 0.151X_1 + 0.380X_2 + 0.076X_3$ . From the regression equation it is seen that the constant is 20.672. This means that if entrepreneurial education (X1), Self efficacy (X2), and Locus of control (X3) has a value of 0, then the value of entrepreneurship intentions (Y) is 20,672. The regression coefficient value of Entrepreneurship Education (X1) of 0.151 means that if entrepreneurial education increases by 1 then entrepreneurship intentions

will increase by 0.151.

For hypothesis testing is carried out the F test by obtaining a table value of 2.65 while F calculate has a value of 88,120 where the value of F calculate is greater than f table then H<sub>0</sub> is rejected and H<sub>a</sub> accepted. From this explanation it can be concluded that entrepreneurial education, self efficacy, locus of control influence simultaneously on entrepreneurship intentions, which means the hypothesis is accepted. Furthermore, from the t-test calculation showed that the t count of entrepreneurial education of 6,452 is greater than t table 1.972 which means H<sub>0</sub> is rejected. Thus it can be concluded that entrepreneurial education has a positive and significant effect on students' entrepreneurship intentions. The value of t calculates the self-efficacy variable of 9.761 greater than the table t of 1.972 which means H<sub>0</sub> is rejected. Thus it can be concluded that self-efficacy has a positive and significant effect on the willingness of entrepreneurship of students. The t value calculates the trajectory of the control variable of 2.059 greater than the table t 1.972 which means H<sub>0</sub> is rejected. Thus it can be concluded that the source of control has a positive and significant influence on student entrepreneurship intentions.

The determination coefficient (R<sup>2</sup>) and R<sup>2</sup> analysis test of 0.579 means that entrepreneurial education (X<sub>1</sub>), self-efficacy, and control sources (X<sub>3</sub>) which also describes the entrepreneurship intention variable (Y) at 57.9%, and the rest is 42, then 1% is influenced by other inaccurate factors.

## CONCLUSIONS AND SUGGESTIONS

Conclusion:

1. There is a positive and significant influence between Entrepreneurship Education and Student Entrepreneurship Intentions of 6,452 > t table 1,972.
2. There is a positive and significant influence between Self Efficacy and Student Entrepreneurship Intentions of 9,761 > t table 1,972.
3. There was a positive and significant influence between the Locus of Control and the student's entrepreneurship intentions of 2,059 > t tables 1,972.
4. There is a positive relationship together between Entrepreneurship Education (X<sub>1</sub>), Self Efficacy (X<sub>2</sub>), Locus of Control (X<sub>3</sub>) with Entrepreneurship Intentions (Y). This is based on the F-count value of > F table which is 88,120 > 2.65.

Suggestion:

1. For researchers who want to conduct research on entrepreneurship intentions, especially for students, should pay attention to other factors that can affect student entrepreneurship intentions and expand the research sample.
2. Graduating students not only focus on finding work, but also take the initiative to create jobs that can reduce the unemployment rate.

## REFERENCE

- Emir. H. (2016). Correlation of The Influence of Self-Efficacy Factors and Self-Management On The Motivation of Achievement in the Study of Chemical Education of Bengkulu University. *Education Manager*, 10(4), 336–342.
- Anggraeni, D., & Nurcaya, I. (2016). The Role of Self-Efficacy in Mediating the Influence of Entrepreneurship Education on Entrepreneurial Intentions. *E-Jurnal Manajemen Udayana University*, 5(4), 241653.
- Aryaningtyas, A. T., & Palupiningtyas, D. (2017). The influence of entrepreneurial education and academic support on student entrepreneurship intentions. *Scientific Management & Business*, 18(2), 140–152.
- Azhari, T. S., & Nz, S. (2019). THE RELATIONSHIP BETWEEN SELF-EFFICACY, PEER SUPPORT AND INTERNATIONAL COMMUNICATION OF TEACHERS-STUDENTS WITH SCHOOL WELL-BEING IN YOGYAKARTA CITY STATE JUNIOR HIGH SCHOOL STUDENTS. *Journal of Chemical Information and Modeling*, 53(9), 21. <https://doi.org/10.1017/CBO9781107415324.004>
- Basudewa agung, D. gede, & Merkusiwati, N. K. L. (2015). the influence of locus of control, organizational commitment, auditor performance, and turnover intention on deviant behavior in audits. *Bulletin of the Academy of Sciences of the USSR Division of Chemical Science*, 13.3(7), 944=972.
- Damas Aji, T. hardjajani and N. A. (2014). The relationship between the Locus of Internal Control and Emotional Intelligence and Prosocial Behavior in students of the UNS Psychology Study Program. *Psychology, University Sebelas Maret*, 1–14.
- Darmawan, D. (2019a). Entrepreneurship Education and Self-Efficacy and Its Effect on Entrepreneurship Intentions. *Eclectic: Journal of Economic Education and Entrepreneurship*, 1(2), 127. <https://doi.org/10.24014/ekl.v1i2.7102>
- Ermawati, N., Soesilowati, E., & Prasetyo, P. E. (2017). The Influence of Need for Achivment and Locus of Control on Entrepreneurship Intentions Through the Attitude of Students of Class Xii Smk Negeri Se Kota Semarang. *Journal of Economic Education*, 6(1), 66–74. <https://doi.org/10.15294/jeec.v6i1.14704>
- Ernia, Y., Parimita, W., & Wibowo, A. (2016). locus of control and procrastination in economic education students of the faculty of economics, Jakarta state university. 4(2), 87–106.
- Herleni, S., & Tasman, A. (2019). Influence of Financial Knowledge and Internal Locus Of Control On Personal Financial Management Behaviour of Bukittinggi City Msme Actors. *Journal of Management and Entrepreneurial Studies*, 01(01), 270–275.
- Jaya, I. P.B. A., & Seminary, N. K. (2016). The Influence of Subjective Norms, Self-Efficacy, and Attitudes Towards Entrepreneurship Intentions of SMKN Students in Denpasar. *E-Journal of Management Unud*, 5(3), 1713–1741.
- Lanang Agung Adnyana, I., & Purnami, N. (2016). The Influence of Entrepreneurial Education, Self Efficacy and Locus of Control on Entrepreneurial Intentions. *E-Journal of Management udayana University*, 5(2), 1160–1188.