



The Influence of Entrepreneurship Education and Self-Efficacy on Entrepreneurial Interests of Students of the Faculty of Economics, Jakarta State University

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Abstract

This study aims to determine the effect of entrepreneurship education and self-efficacy on the entrepreneurial interest of economic students at the State University of Jakarta. The research method used in this research is quantitative. The population in this study found 410 students with a sample of 72 students. The variables of interest in entrepreneurship (Y), entrepreneurship education (X1), and self-efficacy (X2) are primary data using a Likert scale. The first data analysis technique used is the measurement of the external model consisting of individual reliability with results greater than 0.7 (> 0.7). Build reliability with results greater than 0.7 (>0.7). The composite value of reliability is greater than 0.7 (>0.7). The AVE value is greater than 0.5 (>0.5). Second, the measurement of the inner model which consists of r² with 0.519. Then, the f-square of entrepreneurship education (X1) with a value of 0.189 and self-efficacy (X2) with a value of 0.483. Meanwhile, the VIF value is smaller than (5.00) so that there is no multicollinearity problem. Entrepreneurship Education coefficient value (X1) is 0.328 and t-statistic is 3.712>1.96 with p-value 0.00<0.05. The self-efficacy coefficient (X2) is 0.525 and the t-statistic is 6.601>1.96 with a p-value of 0.00<0.05.

Keywords:

Entrepreneurship Education, Self Efficacy, and Interest in Entrepreneurship
Keywords: Entrepreneurship Education, Self Efficacy, and Interest entrepreneurship

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh pendidikan kewirausahaan dan efikasi diri terhadap minat berwirausaha mahasiswa fakultas ekonomi Universitas Negeri Jakarta. Metode penelitian yang digunakan pada penelitian ini adalah kuantitatif. Populasi pada penelitian ini berjumlah 410 mahasiswa dengan jumlah sampel 72 mahasiswa. Variabel minat berwirausaha (Y), pendidikan kewirausahaan (X1), dan efikasi diri (X2) merupakan data primer dengan menggunakan skala likert. Teknik analisis data yang digunakan pertama yaitu, pengukuran outer model yang terdiri dari individual reliability dengan hasil lebih besar dari 0,7 (>0,7). Construct reliability dengan hasil lebih besar dari 0,7 (>0,7). Nilai composite reliability lebih besar dari 0,7 (>0,7). Nilai AVE lebih besar dari 0,5 (>0,5). Kedua, pengukuran inner model yang terdiri dari r² dengan

nilai 0,519. Kemudian, f-square pendidikan kewirausahaan (X1) dengan nilai 0,189 dan efikasi diri (X2) dengan nilai 0,483. Sedangkan untuk nilai VIF lebih kecil dari (5,00) sehingga tidak terjadi masalah multikolinearitas. Nilai koefisien Pendidikan Kewirausahaan (X1) sebesar 0,328

dan t-statistik sebesar $3,712 > 1,96$ dengan p-value $0,00 < 0,05$. Nilai koefisien Efikasi Diri (X2) sebesar 0,525 dan t-statistik sebesar $6,601 > 1,96$ dengan p-value $0,00 < 0,05$.

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INTRODUCTION

Indonesia is a country that has a very large population and coupled with abundant natural resources. However, the wealth of natural resources has not been fully balanced by the development of the quality and capabilities of its human resources. The emergence of the corona virus has dealt a severe blow to the Indonesian economy. All business sectors, including small and medium enterprises, are also affected. Not a few companies went bankrupt or closed their companies, because they were unable to survive in the midst of high production costs that were not commensurate with the amount of income earned. This creates economic and social problems, which are still trying to overcome, namely unemployment.

Unemployment is generally caused by the number of the workforce that is not proportional to the number of jobs, as well as the reluctance of the community to create jobs for themselves or others. According to the Central Statistics Agency (BPS) the number of labor force in February 2020 was 137.91 million people, an increase of 1.73 million people compared to February 2019. The open unemployment rate (TPT) in August 2020 was 7.07 percent, an increase of 1.84 percentage points. compared to August 2019. Universities today should be able to produce students who are competent, have the ability, and also the skills to prepare human resources who are ready to create jobs.

By entrepreneurship and becoming an entrepreneur the problem of unemployment can be overcome (Ardiyani & Kusuma, 2016). The state can also receive income from any taxes given by entrepreneurs to the state. Quoted in Medcom.id, the Minister of Cooperatives and MSMEs Teten said that Indonesia's entrepreneurship ratio was only around 3.47 percent or very low compared to fellow ASEAN countries such as Singapore which reached 8.76 percent, Thailand 4.26%, Malaysia 4.74%. (Wibowo, 2020).

Based on the results of pre-research conducted on 2018 students of the Faculty of Economics, State University of Jakarta, the biggest interest in entrepreneurship is influenced by entrepreneurship education and self-efficacy. Education is the most important thing in an effort to build an increase in the Indonesian economy. Reported in Kompas.com, the enthusiasm of entrepreneurial entrepreneurship in most schools and universities is still far from a mature curriculum design. Entrepreneurship education is an educational program in which learning about entrepreneurship aims to make everyone motivated and interested in starting a business or business. The implementation of entrepreneurship education needs to be balanced also with direct practice, not just an explanation of theory in class.

The second factor that can affect the interest in entrepreneurship is self-efficacy. Self-efficacy is a person's belief that he is able to achieve goals, complete tasks, and plan actions to achieve certain goals. Young entrepreneurs assume that lack of experience, fear of losing money (loss), and lack of confidence (self-efficacy) are the reasons they do not dare to start a business or business (Rindiani, 2019). Distrust of one's own abilities creates a small possibility of interest in entrepreneurship.

LITERATURE REVIEW

Entrepreneurship Education (X1)

Entrepreneurship education is a help that educates the Indonesian people to have dynamics and creativity based on the personality of the Indonesian nation, namely Pancasila (Purwaningsih & Megaster, 2019). A different opinion was expressed by Yanti, (2019) which states that entrepreneurship education is a teaching activity related to entrepreneurship, including development, knowledge, skills, attitudes and personality according to the age and development of students.

Entrepreneurship education is a conscious effort made within oneself to increase

insight into entrepreneurship (Lim & Andryan, 2016). Entrepreneurship education as a structured and formal transmission of entrepreneurial abilities, which refers to the provision of psychological skills, concepts and awareness (Vernia, 2018). Then continued by Prihantoro & Hadi, (2016) stating that entrepreneurship education aims to form a complete person with character, understanding, and also skills.

Based on the explanations of the experts above, it can be concluded that entrepreneurship education is a process of conscious learning activities carried out in educational institutions and training institutions with the aim of training individuals to know the characteristics, to form mentally in facing risks, to increase insight and knowledge as well as to train creativity and innovation regarding entrepreneurship so that they are able to understand the concept of entrepreneurship.

Entrepreneurship education is able to integrate entrepreneurial values, as an evaluation of entrepreneurship education including creativity, innovation, independence, reality, and communication (Yanti, 2019). According to Maheasy, (2017), entrepreneurship education begins with the formation of a pattern of thinking about entrepreneurship, followed by the formation of creative and innovative behavior to achieve creativity. Entrepreneurship education can be seen from entrepreneurship education plans that foster students' desire to become entrepreneurs, entrepreneurship education makes students aware of business opportunities, and entrepreneurship education increases student knowledge in the field of entrepreneurship (Lim & Andryan, 2016).

Furthermore, "*entrepreneurship education has the aim of fostering individuals who have the personality, skills, and understanding to become entrepreneurs*" . . , (2020).

From the statements of several experts above, the indicators used to measure the variables of entrepreneurship education in this study are: desire for entrepreneurship, skills, understanding in entrepreneurship, innovative and creative.

Self-Efficacy (X2)

According to Mujiatun et al., (2019) self-efficacy is a complete belief in one's ability to succeed in the work and responsibilities that are carried out. Meanwhile, Handaru et al., (2015) revealed that self-efficacy is a person's belief in doing a certain task or job well.

A different opinion was expressed by Bandura, who stated that self-efficacy is a form of assessing a person's ability or capability to carry out a task, to achieve a goal, and to overcome challenges (Hasanah et al., 2019). According to Sutanto, (2019) self-efficacy is a form of self-confidence to know one's own abilities, so that a form of self-control regarding interests and events in the surrounding environment can be realized.

Based on the expert opinion above, it can be concluded that self-efficacy is a form of belief in humans regarding their abilities to carry out, evaluate, and complete tasks or actions effectively and efficiently according to the surrounding environment.

Bandura stated that self-efficacy consists of three aspects or dimensions. The first aspect, *Magnitude* (level of difficulty) is related to the individual's belief in being able to complete a task or problem from light to heavy. The second aspect of *Strength* relates to the level of belief in the endurance and persistence possessed by individuals in carrying out their duties. The third aspect of *Generality* (general) individuals feel confident in their abilities in different situations. In this way, it can be seen how individuals who have self-confidence can use their abilities according to the situation, so that they can successfully complete the given task (Martyajuarlinda & Kusumajanto, 2018).

According to Siregar & Nizma, (2017) the dimensions of self-efficacy consist of *magnitude*, *strength*, and *generality*. Aspects of *magnitude* related to a person's assessment of the difficulty of the work that must be carried out. Aspects of *strength* related to strength regarding the level of confidence in completing a job well. The aspect of *generality* which means the belief that people can complete other similar tasks.

Based on the expert opinion above, it can be concluded that self-efficacy has three aspects or dimensions, namely *magnitude* related to an assessment of the level of difficulty of a task or responsibility, then *strength*, namely the strength of the level of confidence in the task and success of the concept that has been planned, and finally *generality* which means confidence to complete the given task.

According to Adnyana & Purnami, (2016) self-efficacy is a belief in a person's ability to do a job. Self-efficacy according to Hasanah et al., (2019) refers to self-confidence or ability to encourage motivation, cognitive abilities, and actions needed to meet the necessary needs. Martyajuarlinda & Kusumajanto, (2018) said self-efficacy is *"a form of personal belief that believes in his ability to do a job"*.

From the statements of several experts above, the indicators used to measure self-efficacy variables in this study are: self-confidence, self-confidence, and self-ability.

Interest in Entrepreneurship (Y)

"Interest in entrepreneurship according to Busro, (2018) is an encouragement that comes from people who can provide enthusiasm for doing business without depending on others". provide enthusiasm to carry out business without depending on others. Interest in entrepreneurship according to Saragih, (2016) is a desire, interest, and willingness to work hard, have a strong will to focus on meeting their needs without being afraid of the risks they face, learn from the failures they have gone through, and develop the business they have created.

Another opinion was expressed by Rosmiati et al., (2015) which states that interest in entrepreneurship is a desire, interest, and willingness to work hard to fulfill life without worrying about risk and failure. Furthermore, according to Aini & Oktafani, (2020), entrepreneurial interest is the tendency of a person's conscience to be interested in creating a business, which then supervises, manages, dares to take risks and develops a business created by himself.

Based on the opinions of the experts described above, it can be concluded that the interest in entrepreneurship as a tendency in oneself to be interested in creating a new business that is full of happiness, because it brings benefits from fulfilling life's needs without worrying about risks and can be a lesson from failure in doing business. business development to be made.

Interest in entrepreneurship according to Sari & Rahayu, (2020) means interest in being an entrepreneur who dares to manage activities confidently, creatively and innovatively, honest, skills in financial management activities to encourage business development in a disciplined, independent, hard working, curious, dare to take risk and future oriented.

Interest in Entrepreneurship according to Kirana et al., (2018) is an individual's desire, interest, and willingness to work hard in fulfilling his life needs without worrying about the risks that affect his own entrepreneurship, influenced by his personality character. Interest in entrepreneurship according to Putri, (2017) is someone who chooses activities because they feel interested, happy, and want to start a business, and are not afraid to take risks to succeed.

From the statements of several experts above, the indicators used to measure the variables of interest in entrepreneurship in this study are: interest in being an entrepreneur, future-oriented, not afraid of risk, desire to create their own business.

RESEARCH METHOD

This research method uses quantitative methods with survey data collection techniques. The population in this study amounted to 410 respondents with a total sample of 72 students. The place of research was conducted at the Faculty of Economics, State University of Jakarta. This research was conducted over a period of 7 (seven) months, starting from December 2020 to July 2021.

RESULTS AND DISCUSSION

Measurement Model (*Outer Model*)

This outer model analysis specifies the influence between latent variables and their indicators or it can be said that the outer model defines how each indicator relates to its latent variable.

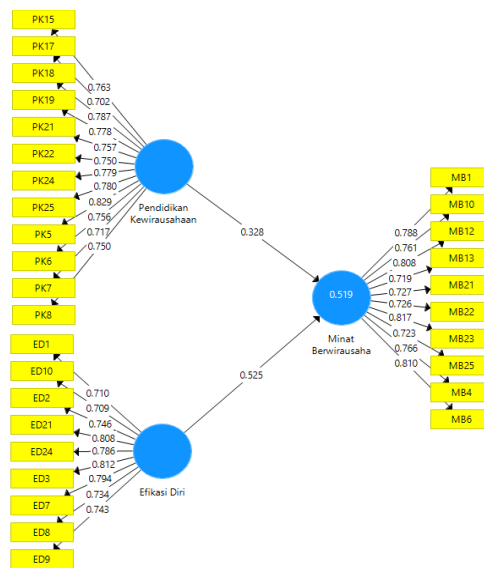


Figure 4. 1 Outer Model

Source: Data processed by researchers using Smart PLS 3.0 (2021)

A construct is declared valid if it has a Cronbach alpha value of > 0.7 . The results of the validity test with *Cronbach alpha* can be seen in the following table.

Tabel IV. 1 Cronbach's Alpha

	Cronbach's Alpha
Self-Efficacy	0.909
Interest in Entrepreneurship	0.921

Education	0.935
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Source: Data processed by Researchers using Smart PLS 3.0 (2021)

Based on the data above, it can be seen that the constructs in this study, namely Entrepreneurship Education (X1), Self-Efficacy (X2), and Interest in Entrepreneurship (Y) is declared reliable as required in the measurement of *Cronbach alpha* > 0.7, *composite reliability* > 0.7 and *AVE* > 0.5. The next test is to calculate the reliability of the indicator.

Evaluation of the *Inner Model*

The first step in measuring the structural model is to calculate the significance of the relationship between constructs and *r square*. The higher the *AVE* value obtained, the better and shows the diversity of indicators contained by a construct. In addition to *AVE*, to find the reliability of each construct can use the measurement of *composite reliability*. The limit value used to assess an acceptable level of reliability is > 0.7.

Table IV. 2 Composite Reliability and Average Variance Extracted

	<i>Composite Reliability</i>	<i>Average Variance Extracted (AVE)</i>
Self Efficacy	0.925	0.579
Interest in Entrepreneurship	0.934	0.586
Entrepreneurship Education	0.943	0.582

Source: Data processed by researchers using SmartPLS 3.0 (2021)

AVE own test results on each variable of this study are quite varied. The *AVE* value of entrepreneurship education is 0.582, self-efficacy is 0.579, and interest in entrepreneurship is 0.586. Based on the table above, it can be concluded that all constructs in this research variable are reliable.

Table IV. 3 R-Square (R2)

Variable	R Square
Interest in Entrepreneurship	0.519

Source: Data processed by researchers using SmartPLS 3.0 (2021)

Based on the data above, it can be seen that the constructs in this study, namely Entrepreneurship Education (X1), Self-Efficacy (X2), and Interest in Entrepreneurship (Y) is declared reliable as required in the measurement of *Cronbach alpha* > 0.7, *composite reliability* > 0.7 and AVE > 0.5. The next test is to calculate the reliability of the indicator.

Evaluation of the *Inner Model*

The first step in measuring the structural model is to calculate the significance of the relationship between constructs and *r square*. The higher the AVE value obtained, the better and shows the diversity of indicators contained by a construct. In addition to AVE, to find the reliability of each construct can use the measurement of *composite reliability*. The limit value used to assess an acceptable level of reliability is > 0.7.

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Table IV. 3 R-Square (R2)

Variable	R Square

Interest in Entrepreneurship	0.519
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Source: Data processed by researchers using SmartPLS 3.0 (2021)

Based on the data above, it can be described r square path model I = 0.519. This means that the ability of Entrepreneurship Education (X1) and Self-Efficacy (X2) in explaining Entrepreneurial Interest (Y) is 0.519 or 51.9%

Table IV. 4 f-Square (f²)

Variable	Self-Efficiency	Interest in Entrepreneurship	Education
Self-Efficacy		0.483	
Entrepreneurial Interest			
Entrepreneurship Education		0.189	

Source: Data processed by researchers using SmartPLS 3.0 (2021)

Based on the data above, the effect of the self-efficacy variable with entrepreneurial interest is $0.483 > 0.35$, which means that the influence of the two variables is strong. Next, the influence of the entrepreneurship education variable with the interest in entrepreneurship is $0.189 > 0.15$, meaning that the influence of the two variables is moderate.

Hypothesis Testing

Table IV. 5 Path Coefficient

	<i>Original Sample (O)</i>	<i>Sample Mean (M)</i>	<i>Standard Deviation (STDEV)</i>	<i>T Statistics (O/STDEV)</i>	<i>P Values</i>
Self-Efficacy -> Interest in Entrepreneurship	0.525	0.533	0.079	6.601	0.000

Entrepreneurship	0.328	0.339	0.088	3.712	0.000
Education ->					
Interest in					
Entrepreneurship					

Source: Data processed by Researchers using SmartPLS 3.0 (2021)

H₁: Entrepreneurship Education has a Positive and Significant Interest in Entrepreneurship

EffectThe first hypothesis has the aim of testing the effect of entrepreneurship education on interest in entrepreneurship, thevalue *Path Coefficient* is directly seen by thevalue *Original Sample* of 0.328, *T-Statistic* of 3.712 > 1.96, and p value of 0.000 < 0.005. It can be concluded that entrepreneurship education variable positive and significant effect on the interest in entrepreneurship directly then H₁ in this study received.

H₂: Self-Efficacy Has a Positive and Significant Interest in Entrepreneurship

EffectThe second hypothesis has the aim of testing the effect of self-efficacy on interest in entrepreneurship, thevalue *Path Coefficient* is directly seen by thevalue *Original Sample* of 0.525, *T-Statistic* of 6.601 > 1.96, and p-value of 0.000 < 0.005. It can be concluded that the Self Efficacy variable positive and significant effect on the interest in entrepreneurship directly then H₂ in this study received.

H₃: Entrepreneurship Education and Self-Efficacy have Simultaneous Influence on Interest in Entrepreneurship

The third hypothesis aims to examine the effect of entrepreneurship education and self-efficacy together on interest in entrepreneurship. According to Satyantoro (2021) and Aisyah et al., (2019) to determine the effect of the independent variables together on the dependent variable, it can be seen on the value of F or F_{Count}. If the value of F_{Count} > F_{Table}, then entrepreneurship education and self-efficacy have an effect on interest in entrepreneurship.

TheF value is ^{calculated} obtained through the formula $F = \frac{R^2(nk-1)}{1-R^2K}$, so the calculation of the F value is as follows:

$$F_{\text{Count}} = \frac{R^2(nk-1)}{1-R^2K}$$

$$F_{\text{Count}} = \frac{0.519(72- 2-1)}{1-0,5192}$$

$$F_{\text{Count}} = 35.8110.962$$

$$F_{\text{Count}} = 37.22$$

F_{Count} 37.22 > F_{Table} 3.12 (obtained from the attached table). It can be concluded that entrepreneurship education and self-efficacy simultaneously influence the interest in entrepreneurship.

CONCLUSION

Based on the results of the research above, the following conclusions can be drawn: The results of the first hypothesis test indicate a positive and significant influence between the entrepreneurial education variable (X1) on interest in entrepreneurship (Y). This means that entrepreneurship education is carried out well and optimally, the higher the drive in him to carry out entrepreneurial activities.

The results of the second hypothesis test indicate that there is a positive and significant influence between the self-efficacy variables (X2) on the interest in entrepreneurship (Y). This means that if a person's self-efficacy is high, the person has confidence that can provide confidence that he or she is able to overcome the challenges and risks in conducting entrepreneurship activities.

The results of the third hypothesis test indicate that there is a positive and significant effect between the variables of entrepreneurship education (X1) and self-efficacy (X2) on interest in entrepreneurship (Y). This means that the better the quality of entrepreneurship education and the level of self-efficacy possessed by students, the higher the student's interest in entrepreneurship activities and vice versa.

IMPLICATIONS

Based on the results of the study of identifying opportunities before opening a business, students hope that the business that will be carried out in the future can run smoothly and as expected. Great confidence and ability in students will make them ready and brave in facing the business risks that they will undergo when entrepreneurship. With the existence of entrepreneurs can also create jobs for those who need work. So entrepreneurship education and self-efficacy must be improved to support the creation of interest in entrepreneurship.

SUGGESTIONS

Other researchers who are interested in conducting similar research on entrepreneurial interest are also advised to analyze other variables that are predicted to influence entrepreneurial interest such as family environment, need for achievement, access to capital, gender, age, educational background and work experience.

If other researchers will take the same variable, it is advisable to increase the number of variables and replace the object of research if it can affect the results of the study better. It is intended that the results of research are more varied and can improve the quality of research.

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