

HIGHER EDUCATION STUDENTS AND ENTREPRENEURIAL ATTITUDES: A HUMAN RESOURCE APPROACH

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Abstract: This paper is to observe of the influence of entrepreneurial education, locus of control and self efficacy on entrepreneurial attitude among students. Observed population of this study were the management students from Economic and Business Faculty of Mercu Buana University class of 2015. Total sample used is 147 out of 233 total population. Research instrument used is survey and questionnaire data collection. The result proves that entrepreneurial education has a positive influence on entrepreneurial attitudes, locus of control has a positive influence on entrepreneurial attitudes and self efficacy has a positive influence on entrepreneurial attitudes. Through this research can be concluded that there are rooms for universities to create better entrepreneurs among student graduates.

Keywords: entrepreneurial education, locus of control, self-efficacy, entrepreneurial attitudes

INTRODUCTION

It was examined by Tjahjono & Ardi (2008), universities as educational institutions are competent in producing quality human resources. It also has to prepare to face further challenges such as entrepreneurship. Human resources from universities who behave entrepreneurially and have an entrepreneurial spirit are expected to be able to answer the occurrence of global challenges. Students majoring in economics are expected to have a high entrepreneurial spirit, so that this will be able to open wider nation job opportunities. Under these conditions, universities must be able to prepare their students, especially those majoring in economics, to become excellent entrepreneurs. They are not becoming a job seekers and depend on other people for work. However, it

takes extra courage to open their own business or become entrepreneurs.

When facing and having to answer the challenges of national development, then Higher education is not only required proactively participate in short-term character building, but also has to pay deep attention to noble ethics and morals such as educating students to have entrepreneurial principles (Lagudor, 2013).

Swanson (2001) defines HRD is a process of developing and/or unleashing human expertise through organization development (OD) and personnel training and development (T&D) for the purpose of improving performance. Chalofsky (1992) defined HRD is the study and practice of increasing the learning capacity of individuals, groups, collectives and organizations through the development and application of learning-based interventions for the purpose

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of optimizing human and organizational growth and effectiveness.

Graduates from Universitas Mercu Buana Jakarta has an attitude that leads only to the object of job seekers. Various efforts have been made, especially to change the minds of young people who have only intended to be job seekers after completing their school or college to become job makers examined by Lawan (2015). So there should be a mind shifting among university graduates to consider becoming an entrepreneur. Universities should include an entrepreneur subject as mandatory classes and make them more interesting to students.

It was examined by Drucker (1996) entrepreneurship has almost the same essence, which refers to the nature, character, and characteristics of a person who is attached to someone who has a strong will to realize innovative ideas into the real world of business and can develop it tough. Entrepreneurship can be defined as a creative and innovative ability to create something new and different which can be used as the basis, resources, driving force, goals, tactics, tips, processes, and struggles to face life's challenges. Suryana (2013) adds that entrepreneurship has many responsibilities, including responsibilities in making decisions concerning technical leadership, organizational and commercial leadership, providing capital, recruiting, managing workforce. In certain contexts entrepreneurship is a key competency in creating change, renewal, and progress. The secret and essence of entrepreneurship examined by Zimerr (1996) lies in creativity and innovation. Creativity is the ability to develop new ideas and ways of solving problems and finding opportunities. While innovation is the ability to apply creativity in order to solve problems and find opportunities.

Entrepreneurship education is teaching and learning activities about entrepreneurship which includes the development of knowledge, skills, attitudes and personal character according to the age and development of students it was examined by Isrososian (2013). This understanding is in line with the opinion of examination by Wibowo (2013) entrepreneurship education is an effort to internalize entrepreneurial spirit and mentality both through educational institutions and other institutions such as training institutions, training, and so on. Examined by Wijatno (2009) states that to be a reliable entrepreneur, it takes characters such as the ability to communicate, able to carry oneself in various environments, respecting time (time orientation), empathy, willing to share with others, able to cope with stress, can control emotions, and able to make decisions.

Examined by Suwarsi et al. (2009), locus of control is defined as an individual's perception of the main cause of an event in his life. Examined by (Rotter, 1989) locus of control as reinforcement, there is a stance that reinforcement does not automatically attach to behavior, but people who have the ability to see a causal relationship between their own behavior and the emergence of reinforcers. Locus of control is an act in which the individual relates events in his life to actions or forces beyond his control. Examined by Larsen & Buss (2005) locus of control describes how far a person perceives the relationship between his actions (actions) and the results (outcomes). Examined by Rotter (1989) locus of control is defined as a person's perspective on an event whether he feels he can or cannot control the events that occur to him. Locus of control examined by Kreitner & Kinicki (2005) consists of two dimensional constructs, namely internal and external, if someone who believes

that what happens is always under his control and always takes a role and is responsible for every decision making, including internal locus of control, while someone who believes that events in his life are beyond his control is included in the external locus of control.

Feist & Gregory (2009) examination defines self-efficacy as self-confidence to know his abilities so that he can exercise some form of control over the benefits of the person himself and events in the surrounding environment. Examined by Bandura (2006) self-efficacy is the belief in an individual's ability to be able to organize and carry out a series of actions that are considered necessary to achieve a desired result. Meanwhile, Alwisol (2014) states that self-efficacy is a self-assessment, whether you can take good or bad actions, right or wrong, can or cannot do as required. Examined by Ormrod (2009) self-efficacy is a person's assessment of his own ability to carry out certain behaviors or achieve certain goals. Examined by Bandura (2006) self-efficacy is a personal justification or belief of a person in executing a number of actions needed to adjust to the situation.

Variables Relationship

Hyphothesis 1: entrepreneurship education has an effect on entrepreneurial attitudes

According to Kadarsih & Sumaryati (2013), entrepreneurship education is a help to teach Indonesian people so that they have dynamic and creative personal strengths in accordance with the personality of the Indonesian nation based on Pancasila. This understanding is in line with examination by Wibowo (2013), entrepreneurship education is an effort to internalize the entrepreneurial spirit and mentality both through educational institutions and other insti-

tutions such as training institutions, training. The examination of 'Ain (2013) shows that entrepreneurial attitude of students in the implementation of entrepreneurship education and training is in the high category area. The highest implementation of entrepreneurship education and training lies in entrepreneurship education that teaches innovation skills, creativity, and strong willingness. While the lowest implementation lies in entrepreneurship education is learn the ability to influence others.

Hyphothesis 2: locus of control has an effect on entrepreneurial attitudes

Examined by Feist & Gregory (2009) locus of control is a personality concept that describes an individual's beliefs that can determine his behavior. Munandar & Sunyoto (2014) explain that locus of control refers to the degree of control observed over a given situation. Examination results of Adnyana & Purnami (2016), locus of control examined by Kreitner & Kinicki (2005), consists of two constructs, namely internal and external. Internal locus of control if someone believes that what happens is always is in his control and he always takes a responsible role in every decision making. Furthermore, external locus of control can be explained if a person believes that events in his life are beyond his control. The results of this research shows that locus of control variable has a positive effect on entrepreneurial intentions. Then Kreitner & Kinicki (2005) examined that several individual characteristics such as locus of control have an important role in the intention and success of the performance of a business entity.

Hyphothesis 3: self efficacy has an effect on entrepreneurial attitudes

Feist & Gregory (2009) defines self-efficacy as self-confidence to know his abilities so

that he can exercise some form of control over the benefits of the person himself and events in the surrounding environment. The results of Lestari & Yulianto (2017) showed that there was a positive influence of self-efficacy on the entrepreneurial attitude of accounting students of the 2013 Semarang State University. Further test result is Self-efficacy affects a person's response to determine what he will do as well as career choices to become entrepreneurs. Someone who has high self-efficacy will make himself interested and confident and fortunate to do something because he thinks that he can do it well. If it is associated with entrepreneurship, someone who has high self-efficacy will make himself enjoy because he believes that he is able to manage his business well.

METHOD

The research process begins with identifying problems in object. Further it will be used as research locations. We formulate identified problems, collecting theoretical bases that strengthen

the basis for variables. Later we develops methods in data collection, compiling instruments, and determining statistical testing technique.

In this process, research time was from January to August 2021. Data were obtained from active students of Universitas Mercu Buana.

The sample of 147 was taken from students in management major at Menteng Campus. The research used survey method and explanatory research that aims to explain the influence of variables through testing hypotheses. Determination of variables was based on justification of the theories. Defined variables were arranged in questionnaires which consist of dimensions and indicators.

Primary data from questioners were filled by respondents and collected for further statistic process. The questionnaire was carried out in a self-rating manner, where respondents filled out questionnaires based on perceptions of themselves. The measurement scale is using a 1 to 5 Likert scale. The questionnaire submission technique was delivered directly to the respondents for best result.

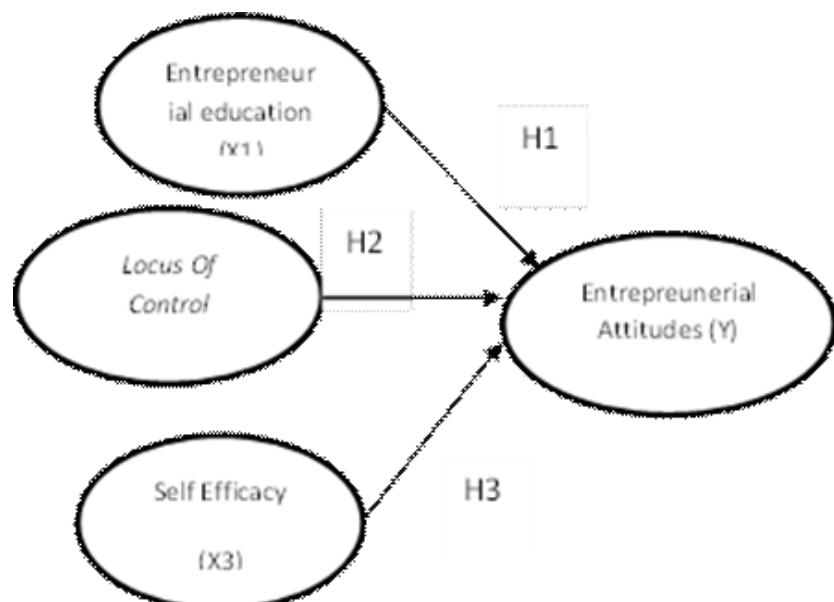


Figure 1 Conceptual Framework

Test the relationship between complex variables to obtain a comprehensive picture of the overall model. In addition, according to Ghazali (2014) SEM can also do testing together things. (1) Structural model of the relationship between independent constructs and dependent constructs. (2) Relationships related to the measurement model, which can be seen from the loading value between indicators and constructs (latent variables). The research design used by the author in this research used causal descriptive research. Examined by Sugiyono (2017). While causality analyzes the influence of independent variables (exogenous) namely entrepreneurship education, locus of control, and self-efficacy with the dependent variable (endogenous) is entrepreneurial attitudes.

The hypothesis is formulated on the basis of a framework which is a temporary answer to the formulated problem. Research that formulates hypotheses is a research that uses a quantitative approach. In qualitative research, the hypothesis is not formulated, but it is hoped

that a hypothesis could be found. Furthermore, the particular hypothesis will be tested with a quantitative approach.

RESULT

Respondent Characteristic

Respondents characteristics are as shown below based on gender, age, and place of work. On the age group most of the respondents were age between 20–30 years old (73%). Most of them are working in private own companies.

Descriptive Variables

Based on questionnaire result, the descriptions of the research variables are presented in Table below. Entrepreneurship education has an average score of 4.072 and highest score of 4.122 at affective. Meaning that their action is driven by feeling. Locus of control has average of 4.052 and highest score of 4.052. It indicates current internal control is more than average.

Table 1 Respondents Characteristic

Gender	Number	Percentage (%)
Male	109	74
Female	38	26
Total	147	100

Age	Number	Percentage (%)
20 – 30	108	73
31 – 40	20	14
> 41	19	13
Total	147	100

Working as	Number	Percentage (%)
Government officer	8	5
Private own by Government	43	29
Private	70	48
Other	26	18
Total	84	100

Table 2 Variables Description

Variable/Dimension	N	Minimum	Maximum	Mean	Standard Deviation
Entrepreneurship Education					4.072
Cognitive	147	1	5	4.078	0.682
Affective	147	1	5	4.122	0.631
Psychomotor	147	1	5	4.017	0.666
Locus of Control					4.052
Internal	147	1	5	4.053	0.760
External	147	2	5	4.051	0.765
Self-Efficacy					4.076
Magnitude	147	2	5	4.075	0.743
Strength	147	1	5	4.085	0.740
Generality	147	1	5	4.068	0.752
Entrepreneurial Attitudes					4.080
Confidence	147	2	5	4.092	0.752
Initiative	147	2	5	4.088	0.755
Achievement	147	2	5	4.102	0.734
Leadership	147	2	5	4.041	0.708

Self efficacy has an average of 4.076 and highest score of 4.085 at strength. Strength is a combination of talent with associated knowledge and skills, and it is defined as the ability to provide consistent, near-perfect performance in a specific task. At the dependent variable side, entrepreneurial attitudes, the average score is 4.080 with highest score of 4.102 at achievement. This conclude that one reason to be an entrepreneur is they seek the value of achievement.

After conducting several validity and reliability tests where the results are all valid, the results of the study are as follows:

The R-Square value is 0.867, meaning that variables in the model, namely entrepreneurial attitudes are influenced by entrepreneurship education, locus of control, and self-efficacy by 86% while 24% is explained by other variables not examined.

In order to test the hypothesis we used t-test with the threshold value of $p < 0.05$. When the result is below 0.05, it can be concluded that there is either negative or positive effect in the path relationship, examined by Sugiyono (2017). The observed value for the path relationship in the structural model somehow concluded as significant. This significant value can be obtained by bootstrapping procedure.

Based on hypothesis testing using the P values showed that all P value less than 0.05. The first hypothesis which is entrepreneurship education has positive effect on entrepreneurial attitudes. This means that the higher level of student education in entrepreneur will result in higher entrepreneurial attitudes. Second hypothesis is locus of control has positive effect on entrepreneurial attitudes. It proves that extra effort on locus of control will improve entrepreneurial attitudes. The third hypothesis,

Table 3 Hypothesis Test

Hypothesis	Original Sample	t-Statistics (O/STDEV)	P Values
(H1) entrepreneurship education -> entrepreneurial attitudes	0.341	4.099	0.000
(H2) locus of control -> entrepreneurial attitudes	0.380	3.392	0.000
(H3) self-efficacy -> entrepreneurial attitudes	0.279	3.130	0.002

namely self-efficacy has a positive effect on entrepreneurial attitudes meaning that higher self-efficacy will lead into higher entrepreneurial attitudes.

DISCUSSION

Hypothesis H1 in hypothesis test table can be presented that the relationship between entrepreneurship education and entrepreneurial attitude is significant because it has a t-statistic value > 1.96 which is 4.099 with the original sample estimate of 0.341 which shows the direction of the relationship between entrepreneurship education and entrepreneurial attitude is positive. It can be concluded that entrepreneurship education has a positive and significant effect on Entrepreneurial Attitudes. The results of this study are supported by the results of examination ('Ain's, 2013) shows that in general, the entrepreneurial attitude of students in the implementation of entrepreneurship education is in the high category. The highest implementation of entrepreneurship education lies in entrepreneurship education which teaches innovation skills, creativity, and strong will, with research results proving that there is a positive and significant influence between entrepreneurship education on students' entrepreneurial attitudes.

Hypothesis H2 in hypothesis test table can be presented that the relationship between lo-

cus of control and entrepreneurial attitude is significant because it has a t-Statistic value > 1.96 , which is 3.392 with an original sample estimate of 0.380 which shows the direction of the locus of control relationship to Entrepreneurial Attitude is positive. It can be concluded that the locus of control has a positive and significant effect on entrepreneurial attitudes so that the H2 hypothesis is accepted. The results of the study are supported by the results of Dwijayanti (2017). It is found that the internal locus of control has a positive and significant influence on entrepreneurial attitudes. The results of this study are in line with the theory presented by Munandar & Sunyoto (2014) explaining that locus of control refers to the degree of control observed over a given situation.

Hypothesis H3 in hypothesis test table can presented that the relationship between self-efficacy and entrepreneurial attitude is significant because it has a t-statistic value > 1.96 which is 3.130 with an original sample estimate of 0.279 which shows the direction of the relationship between self-efficacy and entrepreneurial attitude is positive. So the hypothesis H3 in this study is accepted, it can be concluded that Self-Efficacy has a positive and significant effect on Entrepreneurial Attitudes. The results of this study are supported by the results of research by Lestari & Yulianto (2017) which states that self-efficacy affects a person's

response to determine what he will do as well as career choices to become entrepreneurs. Someone who has high self-efficacy will make himself interested, confident and happy to do something different because he believes he can do it well. He would feel more enjoyable to become an entrepreneur.

Answering the title of this paper, we conclude that entrepreneurship education has a positive and significant effect on entrepreneurial attitudes. When students are given more subjects regarding entrepreneur issues it sparks their will to start a self owned small company. Secondly, the internal locus of control has a positive and significant influence on entrepreneurial attitudes. Students with higher internal locus of control have confident to control and manage their own business. They believe their business will success within their control and ability. Lastly, self-efficacy has a positive and significant effect on entrepreneurial attitudes. Higher self-efficacy student means feels confident that they will be able to learn and do well as an entrepreneur.

Recommendation to the campus management is to improve the education system periodically. It can be re-evaluated by referring to

the ultimate goal of education from the affective domain. This includes emotional behavior in dealing with things such as appreciation and enthusiasm for action. For example, pay attention to student awareness in receiving values by understanding entrepreneurship. This action will facilitate the future of business.

Campus role is needed in order to provide a stimulus boost in the campus environment which emphasizes the internal locus of control aspect. The aim of campus environment stimulus is to provide a response to behavior with an important influence on self-esteem. For example, task completion is not a result of luck rather than control within oneself.

Self-efficacy is proven to have the most vital role in the entrepreneurial attitude of Mercu Buana University students, Jakarta, in this case the campus needs consistent, direct contribution and extra attention to student skills establishment. It should be accepted that one of the student's formation is based on social persuasion so that they can seek new strategies, or strive to achieve success. For example, having the resilience of belief in solving the problems personally, no matter how difficult the business will lead to be a future pioneered.

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