

THE EFFECT OF ENTREPRENEURSHIP EDUCATION AND SELF-EFFICACY TO ENTREPRENEURIAL INTENTION

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Abstract: One way of overcoming unemployment and improving Indonesian economy is by increasing the number of entrepreneurs. The intention to be an entrepreneur must be created among the young generation. This study aims to determine the effect of entrepreneurship education and self-efficacy to entrepreneurship intention especially on high school students who will finish the school (case study at C School in Surabaya). The sample consists of 44 respondents. The result shows that self-efficacy has significant effects on entrepreneurship intention, but entrepreneurship education does not significantly affect entrepreneurship intention.

Keywords: entrepreneurship education, self-efficacy, entrepreneurship intention, entrepreneur, citra berkat, senior high school

1. PENDAHULUAN

The entrepreneurial ratio in Indonesia is 3.1%, which exceeds the 2% minimum requirement for a country to prosper, but based on 2016 BPS data, the number is still lower than the ratio of entrepreneurs in other countries (<http://www.depkip.go.id>). The lack of entrepreneurship is influenced by the orientation of the community which, until now, is still focused on the formal sector to prevent people from creating their own jobs in the non-formal sector or the private sector (Santi, et al., 2017). Indonesian people prefer to be employees in a company rather than opening their own business (Utami, 2017).

Open unemployment data in Indonesia shows that the rate of unemployment in Indonesia is still quite high at seven million people, of which SLTA or Senior High School students, since 2013, have always had the largest number

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compared to other education groups (BPS, 2017). The unemployment rate shows the difficulty of finding a job and further worsens the state of the Indonesian economy. Inadequate employment is inversely proportional to the growing number of unemployment. Ironically, based on the phenomenon that occurs, high unemployment figures actually come from educated groups of productive age. According to Adnyana, et al., (2016) & Suryaningrum, et al., (2016), to overcome unemployment and improve the Indonesian economy is to increase entrepreneurial intention, especially in the younger generation.

Ariyani (2016) revealed that entrepreneurial intention is influenced by self-efficacy, subjective norms, and education. The intended education is entrepreneurship education which will provide students with a better understanding of the entrepreneurial process. Regarding education, Hongdiyanto (2014) stated that one of the ways that can be used to increase the number of Entrepreneurs in Indonesia is to provide students with better understanding of the concept of Entrepreneurship through Entrepreneurship education so as to foster student intentions to become excellent entrepreneurs. Based on the research described earlier, to foster student entrepreneurial intention, certainly the role of education providers is needed, namely schools. This research chooses High School C in Surabaya which has hopes in building character and entrepreneurial spirit early on.

The school environment is an influential tool in fostering student entrepreneurial intention through Entrepreneurship Education, where students are then trained to become entrepreneurs and to gain experience in schools to shape the entrepreneurial character from an early age. Entrepreneurship Education is able to encourage individuals to start their own entrepreneurial business, as shown in the main employment status table based on the level of education (BPS, 2017) which explains that the number of people who have primary jobs as entrepreneurs with a senior high school education has begun to increase between 2014-2017. The increase was as a result of government regulations requiring educational institutions to teach entrepreneurship education lessons (PKWU) in the 2013 curriculum as a compulsory subject.

Regarding Self-efficacy, researchers have conducted a short online survey of 36 School C alumni. The survey results indicate respondents' intention to become entrepreneurs but are not matched by actions taken, where respondents prioritize education rather than being entrepreneurs. Therefore, the majority of

alumni expressed an interest in entrepreneurship, but still do not have the confidence to become entrepreneurs even though it has been supported through Entrepreneurship Education. Confidence in the ability possessed for entrepreneurship is called Entrepreneurial Self-Efficacy. Fietze & Boyd (2016) shows that the level of Entrepreneurial Intention is related to Self-Efficacy, where the results of this study are consistent with the results of the research conducted by Wibowo (2017), which stated that Self-Efficacy significantly influences entrepreneurial intention. However, Hattab (2014) reported different results from the studies of Fietze & Boyd and Wibowo, where no link between self-efficacy and entrepreneurial intention was found. This difference then becomes interesting for the researchers to research on, in relation to the effect of self-efficacy on entrepreneurial intention. The purpose of this study is to analyze whether Entrepreneurship Education and Self-efficacy significantly influence students' Entrepreneurial Intention, so that it can be used as a reference in the efforts to build entrepreneurial intention, especially in high school C students in Surabaya. Based on the objectives of the study, there are two hypotheses from this research, namely H1: Entrepreneurship Education significantly influences entrepreneurial interest; H2: Self-efficacy significantly influence Entrepreneurial Interest.

2. THEORETICAL BASIS

2.1 Entrepreneurial Intention

Entrepreneurial intention is defined as a state of mind that directs and guides individual actions towards the development and implementation of new business concepts (Bird, 1988; in Hattab, 2014). Entrepreneurial intention need to be nurtured in young people early on through school education institutions. Through entrepreneurial activities a person is expected to be able to create jobs, be independent, and be a leader for others (Ariyani, 2016).

2.2 Factors affecting Entrepreneurial Intention

Hattab (2014) showed that one of the key instruments to improve entrepreneurial attitudes of entrepreneurs is entrepreneurship education which is strongly related to entrepreneurial intention, as cited from Noel's research in 1998.

Ariyani (2016) found factors that predict entrepreneurial intention, namely Self-efficacy, subjective norms, and education. Ariyani's research is in accordance with the Theory of planned behavior which states that entrepreneurial intention can be accurately predicted through Attitude Towards the Behavior, Subjective Norms, and Perceived Behavioral Control.

Suryaningrum (2016) and Zhang (2014) conducted a study related to entrepreneurial intention and found that attitude toward behavior, subjective norms, and Perceived Behavior Control (Self-efficacy) influenced entrepreneurial intention. Previous studies have shown that Self-efficacy and Entrepreneurship Education are the most influential factors on entrepreneurial intention although inconsistencies are still found in some research results. Hattab (2014) found that Self-efficacy had no relationship or influence on entrepreneurial intention, while Mutohar (2017) found that entrepreneurship education had no significant effect on entrepreneurial intention. The difference in the results of the study raises questions related to what factors most significantly influence entrepreneurial intention.

2.3 Entrepreneurship Education

Entrepreneurship Education consists of education programs or processes needed to build Entrepreneurial Attitudes and skills (Bae, et al., 2014). Malebana & Swanepoel (2014) stated that entrepreneurship education is used in preparing students to build entrepreneurial careers with an interesting learning process, and to equip them with the knowledge, skills and competencies needed to start, manage, and develop their businesses later. Hamzah (2016) added that Entrepreneurship Education is important in producing more entrepreneurs who have the knowledge and skills needed to run a business. Utami (2017) stated that Entrepreneurship Education is not just theoretical education, but also includes practical education, so students are equipped and motivated to become entrepreneurs. Henderson & Robertson (1999 in Hattab 2014) conducted a study which results showed that 67% of students who studied entrepreneurship had a desire for entrepreneurship. Based on studies above, Entrepreneurship Education is important to foster entrepreneurial intention especially to instill competencies early on and attract student interest.

2.4 Self-efficacy

Self-efficacy is one's belief in his ability to take certain actions in order to achieve something (Bandura, 1986, in Ariyani, 2016). According to Santi, et al., (2017) self-efficacy influences one's intention to become an entrepreneur from within a person, in the form of a sense of confidence to start a business. Self-efficacy has an important role towards entrepreneurial intention, as with strong Self-efficacy, a person will be more confident in his actions and there will be no doubt when taking action for entrepreneurship (Widayoko, 2016). Based on the social cognitive theory, Self-efficacy can be strengthened and developed in a number of ways, which are: (1) Active mastery (activities to understand the surrounding environment); (2) role modeling; (3) subjective norms (social persuasion), and (4) physiological states (Bandura, 1989, in Shinnar, 2014). This study defines Self-efficacy as students' confidence in their entrepreneurship ability.

3. RESEARCH METHODOLOGY

3.1 Population and Sample

The population in this study were students of class XII SMA C in Surabaya which is an Entrepreneurship-based school, with a vision to instill entrepreneurship from an early age and have entrepreneurship education as a compulsory subject. The population of this study is in accordance with the data from SMA C in Surabaya, which is 46 people, because the entire population was taken as sample of this study. The sample selection of class XII students is done by the writer based on research topics related to student entrepreneurial intention, where class XII students are considered appropriate because they have taken entrepreneurship education since class X-XII and will complete their education at school. Based on the data, the research sample was 46 students, but in the field, there were only 44 respondents. Therefore, the data used in this study is 44 data.

3.2 Data Collection Method

Data collection method is done by using questionnaires. The measuring instrument used in the questionnaire is a Likert scale.

The variable entrepreneurial intention is measured based on the indicators adapted from the research of Widayoko (2016) and Marire (2015), which are: (a) becoming an entrepreneur is interesting for me; (b) I want to be an entrepreneur in the future; (c) If I already have the opportunity and resources, I want to start my own business; (d) I am interested in finding business opportunities; (e) I want to be an entrepreneur because I can create job opportunities for others.

The variable Entrepreneurship Education has 5 question items, adapted from Adhitama (2014), which are: (a) getting adequate entrepreneurship education; (b) getting a lot of knowledge about the world of entrepreneurship; (c) having no difficulty in taking entrepreneurship classes; (d) entrepreneurship education is an important asset for success; (e) entrepreneurship education is very important to have in the future.

The Self-efficacy variable in this study is measured based on indicators from Widayoko's (2016) research, namely: (a) I am confident in being able to manage my business; (b) I try to develop my skills to become an entrepreneur; (c) I am ready to start an entrepreneurial business after completing my college education; (d) I believe I can find new ideas to start a business; (e) I feel I have the ability to start an entrepreneurial business.

4. RESULTS AND DISCUSSION

The researcher divided the characteristics of respondents by gender, where there are 18 male respondents (40.9%) and 26 female respondents (59.1%). The majority of respondents were 17 years old (59.1%) because the respondents were final semester students in the XII grade of high school. The researcher divided the characteristics of the respondents based on specialization in the school majors. There were 20 (45.5%) respondents from the natural science majors and 24 (54.5%) respondents from the social science majors.

The results of the data analysis showed that all statements of the variable Entrepreneurship Education, Self-Efficacy, and Entrepreneurial Intention had r -count values of $> r$ -table so that they were declared valid. The results of data analysis also showed that all Cronbach Alpha coefficient values for each variable

is ≥ 0.6 . Therefore, the research variables are stated as reliable and can be used in research.

Based on the results of data analysis, it is seen that the significance value from the t-test of variable X1 is 0.845. The value is ≥ 0.05 , so it can be concluded that the variable Entrepreneurship Education (X1) has no partial effect on the variable entrepreneurial intention (Y). Data analysis also found that the significance value from the t-test of variable X2 is 0,000. Since the value is < 0.05 , it can be concluded that the variable Self-efficacy (X2) has a partial effect on the variable entrepreneurship intention (Y).

4.1 Classical Assumption Test

To determine the feasibility of the data for further processes, a classic assumption test is performed. The significance value of the Kolmogorov-Smirnov test is 0.200 and it is greater than 0.05. Therefore, it can be concluded that the residuals are normally distributed.

Based on the number of data (n) of 44 and the number of independent variables (k) of 2 (two), then we get the value of du 1.61 and dL of 1.42, as taken from the Durbin Watson test table. The Durbin Watson value of 2.112 is between 1.61 (du) and 2.39 (4-du), so there is no autocorrelation.

The VIF (Variance Inflation Factor) value of the Entrepreneurship Education and Self-efficacy variables is 1.263 and is smaller than 10, so there is no multicollinearity in this study, and it can be concluded that the independent variables are not interconnected.

Heteroscedasticity testing in this study used the Glejser test, and it was found that the significance value is > 0.05 , so that symptoms of heteroscedasticity did not occur. This shows the feasibility of multiple linear regression analysis techniques in this study.

The significance value of the linearity of the Entrepreneurship Education variable is 0.029 and the Self-efficacy variable is 0,000. Both values are < 0.05 , so it can be concluded that the Entrepreneurship Education and Self-efficacy variables have a linear relationship with entrepreneurial intention.

4.2 Multiple Linear Regression Analysis

The following are the results of the calculation of multiple linear regression equations:

$$Y = 7,761 + 0,031X1 + 0,639X2$$

X1 : *Entrepreneurship Education*

X2 : *Self-efficacy*

Y : Entrepreneurial Intention

The regression equation shows that the regression coefficient of the entrepreneurship education variable is positive, so the higher the variable Entrepreneurship Education, the more students' entrepreneurial intention increase. An increase in entrepreneurship education is found to have positive effects towards the intention of students to become entrepreneurs.

In addition, based on the regression equation above, the Self-efficacy variable also have an influence on students' intentions for entrepreneurship. The interpretation of the model is, the Self-efficacy variable of students for entrepreneurship will be able to influence their intention to become entrepreneurs.

4.3 Discussion

The Effect of Entrepreneurship Education on Entrepreneurial Intention

Based on the hypothesis t-test results, the variable Entrepreneurship Education (X1) did not have a partial significant influence on the entrepreneurial intention of C School students in Surabaya (sig. $0.845 > 0.05$), so the first hypothesis in this study which stated that The variable of Entrepreneurship Education has an effect on the entrepreneurial intention of School C students cannot be accepted or rejected and the first problem statement in this study can be answered. The indicator of Entrepreneurship Education variable has the highest mean value (4.20) with a standard deviation of 0.632. This is related to Entrepreneurship Education which is very important asset for the future.

The results of this study are in accordance with the results of research conducted by Mutohar (2017), where Entrepreneurship Education does not significantly influence student entrepreneurship intention with a significance

value of $0.480 > 0.05$. The results of this study contradict the results of the study of Wedayanti, et al (2016) and Adnyana, et al (2016), which stated that Entrepreneurship Education has a positive effect towards Entrepreneurship Intention.

The effect of Self-efficacy on Entrepreneurial Intention

The significance value from the t-test of the Self-efficacy variable is 0,000 (sig. $d > 0.05$), so it can be concluded that the Self-efficacy variable has a significant effect on the entrepreneurial intention of School C students in Surabaya, so the second hypothesis in this study which states that Self-efficacy has a significant effect the entrepreneurial intention of School C students can be accepted, as well as the formulation of the second problem in this study can be answered. Self-efficacy variable indicator which has the highest mean value (3.93) with a standard deviation of 0.578, is related to the desire of students to develop skills to become entrepreneurs. This shows the desire of every student to try to develop skills to become an entrepreneur.

The results of this study are consistent with the results of the research conducted by Wibowo (2017) and Mutohar (2017), which stated that Self-Efficacy significantly affects student entrepreneurship intentions. The results of this study is contrary with the research conducted by Hattab (2014) which found no association or positive influence between Self-Efficacy with entrepreneurial intention.

5. CONCLUSION

Based on the research results, the conclusion of this study is that entrepreneurship education (X1) does not significantly influence entrepreneurial intention but self-efficacy (X2) significantly influences entrepreneurial intention.

Future researches can focus on exploring the causes of school entrepreneurship education that does not have a significant effect on entrepreneurial intention so that School C will be able to develop a curriculum that builds more entrepreneurial intention. Other researches can include other influential variables such as the family environment, knowledge about entrepreneurship, gender, and

parents' work background, which may have an influence on entrepreneurial intention, especially for high school students.

The limitation of this study lies in the inability of researchers to control the results of the answers of respondents. Distribution of questionnaires in the middle of learning activities may have caused respondents to not be focused enough when giving answers.

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