



Building and Developing Student Entrepreneurial Intentions Through Self-Efficacy and Entrepreneurship Education in Higher Education

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Abstrak

Penelitian ini dilatarbelakangi oleh pentingnya membangun dan mengembangkan intensi berwirausaha bagi mahasiswa. Tujuan penelitian ini adalah untuk menguji dan menganalisis pengaruh efikasi diri dan pendidikan kewirausahaan terhadap intensi berwirausaha. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survey. Teknik pengambilan sample menggunakan purposive sampling sebanyak 100 orang mahasiswa. Instrumen yang digunakan adalah observasi, kuesioner dan dokumentasi. Teknik analisis data yang digunakan adalah asumsi klasik, analisis korelasi, dan analisis regresi linear berganda meliputi pengujian hipotesis Uji T, Uji F dan Uji R². Hasil penelitian ini menunjukkan : 1) Efikasi diri berpengaruh secara positif dan signifikan terhadap intensi berwirausaha, 2) Pendidikan kewirausahaan berpengaruh secara positif dan signifikan terhadap intensi berwirausaha, dan 3) Efikasi diri dan pendidikan kewirausahaan berpengaruh secara positif dan signifikan terhadap intensi berwirausaha. Simpulan penelitian ini mengisyaratkan bahwa apabila perguruan tinggi ingin membangun dan mengembangkan jiwa kewirausahaan mahasiswa, maka perguruan tinggi perlu untuk meningkatkan efikasi diri mahasiswa dan pendidikan kewirausahaan.

Kata Kunci : Efikasi Diri, Pendidikan Kewirausahaan, Intensi Berwirausaha, Pendidikan Tinggi

Abstract

This research is motivated by the importance of building and developing entrepreneurial intentions for students. The purpose of this study is to examine and analyze the effect of self-efficacy and entrepreneurship education on entrepreneurial intentions. This research uses a quantitative approach with a survey method. The sampling technique used purposive sampling of 100 students. The instruments used were observation, questionnaires and documentation. The data analysis technique used is the classical assumption, correlation analysis, and multiple linear regression analysis including hypothesis testing T test, F test and R² test. The results of this study indicate: 1) Self-efficacy has a positive and significant effect on entrepreneurial intentions, 2) Entrepreneurship education has a positive and significant effect on entrepreneurial intentions, and 3) Self-efficacy and entrepreneurship education has a positive and significant effect on entrepreneurial intentions. The conclusion of this research is that if universities want to build and develop students' entrepreneurial spirit, then universities need to improve student self-efficacy and entrepreneurship education.

Keywords : Self-Efficacy, Entrepreneurship Education, Entrepreneurial Intention, Higher Education

Introduction

Entrepreneurship is a powerful tool for fighting poverty and increasing equity, and it can thrive if there are multi-factor adjusted support interventions (Coduras et al., 2008); (Huggins et al., 2015); (Wagner et al., 2021).

Meanwhile, according to the Big Indonesian Dictionary, an entrepreneur is a person who is smart and talented in recognizing a new product, and can determine a new production method, and can arrange operations for the procurement of new products, as well as manage product operating capital and be able to market it.

From the point of view of entrepreneurial students, it is the willingness and ability to deal with various risks by taking the initiative to create and do new things through utilizing a combination of various resources with the aim of providing the best service to all stakeholders and obtaining profits as a consequence (Raguz and Matic, 2012; Rusdiana, 2021).

Currently the world is in the era of globalization which has an impact on social problems, especially limited employment, so that entrepreneurship has the possibility of being a solution to overcome these social problems (Darmawan, 2019). Having an understanding of entrepreneurship can increase a person's interest in starting a business and managing it well (Oei et al., 2022).

Technological advances in the era of globalization make it easier for sellers and buyers to meet with various platforms and other communication tools that utilize the internet network. Meanwhile, Zubaidah (2019) suggests that the type of skill that must be owned by someone in the digital era is mastery of technology. Entrepreneurial intention is someone's intention to set up a business or apply a business concept that does not yet exist with something new. According to Krueger & Carsrud, entrepreneurial intention has been shown to

be the best predictor of one's entrepreneurial behavior. One of the factors indicated to have an influence on e-business entrepreneurial intentions is digital literacy. This encourages student entrepreneurial interest in entrepreneurship. According to (Kurniawan et al., 2021) entrepreneurial interest arises because it is preceded by knowledge about entrepreneurship and then followed by participating in gaining experience which ultimately creates a desire to carry out these activities.

Apart from all that, an entrepreneur must also have a very important role in running a business or business because in the end it is he who builds and develops his entrepreneurial intentions, especially among students. There are several things that a student must prepare in carrying out a business, namely having to be sure of what he wants to do or carry out, because the success or failure of the business he is undertaking depends on what he has prepared. Not only from oneself but also the support from those around them who are influential, the stronger the individual's intention to become an entrepreneur (Joensuu et al., 2020)

Apart from technological advances, the size of students' desire to become entrepreneurs is a major factor in building and developing entrepreneurial intentions. Entrepreneurial intention is a person's seriousness to carry out an entrepreneurial action that is carried out intentionally and immediately carried out, where the entrepreneurial action is in the form of choosing a career to become an entrepreneur by creating an innovative product that has economic value.

High entrepreneurial intentions will give birth to young entrepreneurs who have a clear vision of the future, high creativity and are able to innovate in all fields (Hardini and Taufiq, 2021).

Entrepreneurial intentions in Indonesia are still low because the majority of people

prefer to work as employees in a company rather than being an entrepreneur. They see the high risk of being an entrepreneur (Rahim & Basir, 2019). This can be concluded from the proportion of entrepreneurship in Indonesia which only reached 3.47%, while in comparison with the countries closest to Indonesia, such as Singapore, Thailand and Malaysia, the proportion of entrepreneurship was greater, namely 8.67%, 4.26 %, and 4.74% (Ministry of Cooperatives and SMEs, 2022)

The low entrepreneurial intention in Indonesia is influenced by a number of factors, namely Self-Efficacy and Entrepreneurship Education.

The thing that can build and develop student entrepreneurial intentions is through self-efficacy. Self-efficacy is one factor that has a role in stimulating entrepreneurial intentions. Where self-efficacy is a person's belief that he is able to achieve goals, complete tasks, and plan actions to achieve certain goals (Isma et al., 2020).

Someone who has confidence in their abilities to face the obstacles that exist in managing a business tends to have an interest in starting a business. The existence of self-efficacy that is embedded in a person will print the belief that he is capable of completing an activity. Thus, self-efficacy can encourage someone to become an entrepreneur (Srianggareni, Heryanda, & Telagawathi, 2020). Studies reveal that self-efficacy has a positive and significant impact on entrepreneurial intentions (Liu et al., 2019; Martin & Widjaja, 2019)

In addition to Self-Efficacy, the factor of entrepreneurship education is also an important variable in building and developing entrepreneurial intentions in students. The increasing number of entrepreneurs in a country is due to the role of educational institutions in properly organizing entrepreneurship education, because through entrepreneurship education an

entrepreneurial attitude can be improved (Dou et al., 2019). Entrepreneurship education is a priority program for higher education institutions in Indonesia, the purpose of Entrepreneurship Education in tertiary institutions is none other than to prepare prospective graduates who have entrepreneurial skills, so as to be able to create jobs (job creators) (Totoh, 2020). The existence of entrepreneurship education in tertiary institutions can provide entrepreneurial knowledge and skills for students (Kang & Xiong, 2021).

Paray & Kumar (2020) revealed that an individual who has received entrepreneurship education has stronger entrepreneurial intentions because with entrepreneurship education an individual can increase the conceptualization of entrepreneurial ideas.

In fact, even though entrepreneurship education has become a compulsory subject in many tertiary institutions, the phenomenon of poverty is still common, especially in rural areas (Moradi, Imanipour, Arasti, & Mohammadkazemi, 2020).

Creating an entrepreneur can be started through entrepreneurship education taught in universities, but it will be faster if entrepreneurship education is also implemented in the family, community and educational institutions. (Moraet al., 2020; Latief et al., 2019). Entrepreneurship Education is expected to be able to generate motivation for entrepreneurship for students, be independent and work and develop and contribute to developing the national economy.

Entrepreneurship education is recognized as a basic thing as knowledge capital, and business skills that can help individuals, especially among students, to start a business. This shows that entrepreneurship education has an impact on entrepreneurial intentions (Paray & Kumar, 2020; Liu, Lin, Zhao, & Zhao, 2019;

Mufti et al., 2019; Sugianingratet al., 2020) however, there is a research gap where the results research by Sandi & Nurhayati (2019) reveals that entrepreneurship education has no impact on entrepreneurial intentions.

On the other hand, Apriana, Yuliani, and Nur'aini (2019) and Nurikasari, Bakar, and Hariani (2016) stated that interest in entrepreneurship is not influenced by entrepreneurship education because not all entrepreneurial knowledge forms entrepreneurial character and abilities. That way, in a person's entrepreneurial intentions, of course nothing will appear instantly, but there are several stages that must be passed.

Based on the background and previous studies that have been described by the author, the writer is interested in researching " Building and Developing Student Entrepreneurial Intentions Through Self-Efficacy and Entrepreneurship Education in Higher Education ". This study aims to examine and analyze the effect of self-efficacy and entrepreneurship education on entrepreneurial intentions. The results of this study are expected to be able to contribute, namely to provide an understanding of the importance of self-efficacy and entrepreneurship education in building and developing entrepreneurial intentions.

Method

This research uses a quantitative approach with a survey method. The study was conducted to examine the effect of self-efficacy (X1) and entrepreneurship education (X2) on entrepreneurial intentions (Y). The sampling technique used purposive sampling of 100 students. The instruments used were observation, questionnaires and questionnaires.

Indicators of self-efficacy variables are magnitude, strength and generality (Bandura in Lukmayanti, 2015). Variable indicators of entrepreneurship education are growing the

desire for entrepreneurship, increasing knowledge and insight in the field of entrepreneurship, growing awareness of business opportunities (Budiarti, 2012; Bukirom et al, 2014). Meanwhile, indicators of entrepreneurial intentions are making work choices, feeling interested in entrepreneurship, feeling happy to be entrepreneurship, wanting to be entrepreneurship and daring to take risks to achieve success (Yuhendri, 2015).

The data analysis technique used is the classical assumption with the aim of understanding the data used beforehand is in accordance with the requirements, correlation analysis is to find out how close the relationship between the independent variables and the dependent variable is. Furthermore, data analysis techniques to see the effect of independent learning and learning motivation on students' critical thinking skills using multiple linear regression analysis. Then using hypothesis testing T test, F test and R test ².

Results and Discussion

Research Result

Overview of Research Respondents

Respondents Based on Gender

Table 1. Respondents by Gender

No	Gender	Amount	Percentage
1	Man	65	65
2	Woman	35	35
	Total	100	100

Source: Data Processing Results, 2023

Respondents Based on Age

Table 2. Respondents by Age

No	Age	Amount	Percentage
1	18-21	43	43
2	22-25	57	57
	Total	100	100

Source: Data Processing Results, 2023

Classic Assumption Test

Normality test

Table 3. Normality Test Results

	Unstandardized Residuals
asymp. Sig (2-tailed)	0.080

Source: Data Processing Results, 2023

From the results of the normality test, it is known that the sig results from the study are 0.080, which means that the sig value is > 0.05, indicating that the data is normally distributed.

Heteroscedasticity Test

Table 4. Heteroscedasticity Results

Free Variables	Sig
Self Efficacy (X1)	0.077
Entrepreneurship Education (X2)	0.084

Source: Data Processing Results, 2023

Based on Table 4 above, X1 shows that self-efficacy has a significant value of 0.077 where $0.077 > 0.05$ where there is no heteroscedasticity for X2 namely Entrepreneurship Education obtains a significance value of 0.084, where $0.078 > 0.05$ and there is no heteroscedasticity.

Autocorrelation Test

Table 5. Autocorrelation Test Results

Durbin Watson Values	Information
2.370	There is no autocorrelation

Source: Data Processing Results, 2023

Multicollinearity Test

Table 6. Multicollinearity Test Results

Variable	tolerance	VIF	Information
Self Efficacy (X1)	0.800	1.260	There is no multicollinearity

Entrepreneurship Education (X2)	0.840	1.370	There is no multicollinearity
Entrepreneurial Intention (Y)	0.870	1.220	There is no multicollinearity

Source: Data Processing Results, 2023

Based on Table 6 above, it can be concluded that multicollinearity does not occur because the tolerance value is greater than 0.1 and the VIF value is not less than 0.10.

Multiple Regression Test

Table 7. Multiple Regression Test Results

Variable	Reg	Q	Sig
Constants	0.350	1,680	0.000
Self Efficacy (X1)	0.245	0.820	0.003
Entrepreneurship Education (X2)	0.600	1,160	0.030
Adjusted R square	0.680		

Source: Data Processing Results, 2023

Based on the results of the regression test in the table above, the following equation can be written:

$$\text{Entrepreneurial Intention} = 0.353 + 0.245 (\text{Self-Efficacy}) + 0.620 (\text{Entrepreneurship Education}) + e$$

T test

Table 8. T test results

Variable	T_{count}	T_{Table}	Sig
Self Efficacy (X1)	0.820	0.681	0.003
Entrepreneurship Education (X2)	1,160	0.681	0.030

Source: Data Processing Results, 2023

Based on Table 8 T-test results it can be seen that:

- 1) The t test on the self-efficacy variable (X1) obtained a t count of 0.820 with a significance of 0.003. Because $t_{count} > t_{table}$ ($0.820 > 0.681$) or a significance of less than 5% ($0.003 < 0.05$) partially the self-efficacy variable (X1) has a significant effect on the

entrepreneurial intention variable (Y) then H1 is accepted.

- 2) The t test on the variable entrepreneurship education (X2) obtained a t count of 1.160 with a significance of 0.000. Because t count > t table (1.160 > 0.681) or a significance less than 5% (0.030 < 0.05) partially the entrepreneurship education variable (X2) has a significant effect on the entrepreneurial intention variable (Y) then H2 is accepted.

Determination Test

The coefficient of determination or adjusted R square in this research model is 0.680 or 68% which means that self-efficacy abilities and entrepreneurship education in influencing entrepreneurial intentions are 68% while the remaining 32% is influenced by other variables not included in this study.

Discussion

The Effect of Self-Efficacy on Entrepreneurial Intentions

Based on the results of the partial test through multiple regression, self-efficacy (X1) has a significant positive effect on entrepreneurial intention (Y). With Tcount 0.820 > Ttable value 0.681 and a significance value of 0.003 < 0.05. This means that the higher the student's self-efficacy level, the higher the student's interest in entrepreneurship, conversely, the lower the student's self-efficacy level, the lower the student's interest in entrepreneurship.

High self-efficacy can influence a person to have the motivation, persistence, and resilience needed to start and run their own business (Santy, Rahmawati, & Hamzah, 2017). Individuals with high self-efficacy tend to have greater motivation for entrepreneurship. They believe that they have the ability to overcome challenges and achieve success in their own business (Susanto, 2017).

High self-efficacy also affects the level of individual persistence in facing obstacles and failures. When facing difficulties, individuals with high self-efficacy will be more likely to survive and seek solutions than experience despair (Putry, Wardani, & Jati, 2020). Entrepreneurship involves risk and uncertainty. However, individuals with high self-efficacy tend to be more confident in facing fears and managing risks. They are better able to overcome worries about failure and see it as an opportunity to learn and grow (Saa, & Mahmud, 2019).

High self-efficacy also encourages individuals to take initiative in planning and running a business. They feel confident that they have the ability to develop business ideas and take the necessary steps to make them happen (Nengseh & Kurniawan, 2021). Individuals with high self-efficacy tend to have a more independent attitude and believe that they can control the success of their own business. They feel capable of making decisions and being responsible for their actions, which are important qualities in entrepreneurship (Santoso, TA, & Almadana, 2021).

Based on this explanation, it can be concluded that high self-efficacy can provide an important impetus for someone to have entrepreneurial intentions. Their self-confidence in their ability to overcome challenges and achieve success in business can be a key factor in starting and running their own business .

The Effect of Entrepreneurship Education on Entrepreneurial Intentions

Based on the results of the partial test through linear regression entrepreneurship education (X2) has a significant positive effect on entrepreneurial intention (Y). With Tcount 1.160 > Ttable value 0.681 and a significance value of 0.030 < 0.05. This means that the better the entrepreneurship education in tertiary institutions, the higher the student's interest in entrepreneurship,

conversely the worse the entrepreneurship education in tertiary institutions, the lower the student's interest in entrepreneurship.

Entrepreneurship education has a significant influence on one's entrepreneurial intentions. Entrepreneurship education provides individuals with a deeper understanding of business aspects, such as business planning, marketing strategies, financial management, market analysis, and so on. This knowledge helps individuals to understand the challenges and opportunities associated with entrepreneurship, as well as the steps that need to be taken to manage the business well (Putri, 2017).

Entrepreneurship education also involves developing skills that are important in entrepreneurship, such as leadership skills, communication skills, time management skills, negotiation skills, and creative thinking skills. These skills help individuals to be more prepared and effective in dealing with the demands that exist in the business world (Remoan, GD, & Fensi, 2018). Through entrepreneurship education, individuals have the opportunity to connect with fellow aspiring entrepreneurs, lecturers, guest speakers and other business professionals. This opens up opportunities to build a valuable network and gain support in growing the business. This network and support can provide information, advice, and collaboration opportunities that can strengthen entrepreneurial intentions and abilities (Yanti, 2019).

Entrepreneurship education can help reduce the fear and uncertainty that often become obstacles in starting a business. By acquiring the right knowledge and skills, individuals become better equipped to face the risks and overcome the challenges associated with entrepreneurship. Education can also provide examples of successful cases and inspirational case studies that motivate individuals to take bold steps in developing their own businesses (Sintya, 2019).

Entrepreneurship education encourages individuals to think innovatively and creatively in developing business ideas. Through this education, individuals learn to see new opportunities, identify market needs, and come up with unique solutions. Entrepreneurship education provides the necessary framework and tools to develop ideas into viable business concepts (Hapuk, MSK, Suwatno, S., & Machmud, 2020).

The Effect of Self-Efficacy and Entrepreneurship Education on Entrepreneurial Intentions

The results of the study simultaneously stated that self-efficacy (X1) and entrepreneurship education (X2) had a jointly and significantly positive effect on the ability of entrepreneurial intentions (Y). With an Fcount value of 1.680 with a Ftable value of 0.681 a significance value of $0.000 < 0.05$. This means that the higher the level of student self-efficacy and the better the entrepreneurship education in tertiary institutions, the higher the student's interest in entrepreneurship, conversely the lower the student's self-efficacy and the worse entrepreneurship education in tertiary institutions, the lower the student's interest in entrepreneurship.

Both self-efficacy and entrepreneurship education have an important influence on one's entrepreneurial intentions. The combination of these two factors can strengthen each other and increase entrepreneurial intentions. Self-efficacy and entrepreneurship education can influence and strengthen one another. Individuals with high self-efficacy tend to be more open to entrepreneurship education, because they have confidence that they can master the material and skills being taught. On the other hand, entrepreneurship education can increase self-efficacy by providing concrete knowledge and skills, thereby strengthening individual confidence

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in their ability to become entrepreneurs (Zulianto, Santoso, S., & Sawiji, 2015).

The results of this study are in line and consistent with the results of previous studies (Putri, 2017; Rembulan, GD, & Fensi, 2018; Yanti, 2019; Sintya, 2019; Hapuk, MSK, Suwatno, S., & Machmud, 2020; Zulianto, Santoso, S., & Sawiji, 2015) which revealed that Self-Efficacy and Entrepreneurship Education Affect Entrepreneurial Intentions.

Conclusion

Based on research problems, theoretical studies, research results, and discussions on Building and Developing Student Entrepreneurial Intentions Through Self-Efficacy and Entrepreneurship Education in Higher Education, the conclusions of this research are 1) Self-efficacy has a positive and significant effect on entrepreneurial intentions, 2) Education entrepreneurship has a positive and significant effect on entrepreneurial intentions, and 3) Self-efficacy and entrepreneurship education have a positive and significant effect on entrepreneurial intentions. The results of this study indicate that if universities want to build and develop students' entrepreneurial spirit, then universities need to improve student self-efficacy and entrepreneurship education.

Based on the conclusions regarding Building and Developing Student Entrepreneurial Intentions Through Self-Efficacy and Entrepreneurship Education in Higher Education, the recommendations for this research are 1) **For tertiary institutions, it is** better for universities to develop a comprehensive entrepreneurship program that includes entrepreneurship courses, entrepreneurship skills training, and practical experiences such as internship or business incubation program, 2) **for students** , preferably read books, take online courses, and attend seminars or workshops related to entrepreneurship. Take advantage of the

resources available at tertiary institutions, such as libraries and entrepreneurship centers, to obtain information that is useful for increasing entrepreneurial intentions, 3) **For future researchers** , it is best to conduct research by adding other variables that are thought to influence entrepreneurial intentions and adding mediating or moderating variables which is expected to strengthen or weaken that influence

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