

## **Role of Entrepreneurial Education and Self-Efficacy on Entrepreneurial Intention Among Students in Higher Education Institution**

**Hendy Tannady\***

Universitas Multimedia Nusantara, Indonesia

\*e-mail: [hendy.tannady@umn.ac.id](mailto:hendy.tannady@umn.ac.id)

---

**Abstract:** This look at's objective become to investigate and determine how entrepreneurship training and self-efficacy affected student subjects' entrepreneurship purpose in Jakarta. The area of this research became carried out at tertiary institutions concerning eight campuses in Jakarta. This studies became conducted for nine months, beginning in February and ending in October 2022. in this look at, we used a form of quantitative technique to assist give an explanation for how entrepreneurship schooling and self-efficacy have an effect on entrepreneurial dispositions. This look at involved students from the DKI Jakarta province. on this take a look at, the samples had been 70 students, assuming they obtained entrepreneurship education through scientific disciplines (educational) in addition to courses and seminars as well as proudly owning a business. the conclusion from the studies is that entrepreneurship schooling appreciably and favorably affects people' interest in entrepreneurship. Entrepreneurship training is meant as mastery of the competencies wished, namely recognizing new enterprise opportunities, comparing possibilities, starting groups, and developing entrepreneurial organizations. these skills are received from entrepreneurship schooling, which isn't most effective received via theory in elegance but also from publications, entrepreneurship seminars, and educational revel in.

**Keywords:** entrepreneurship education, self-efficacy, entrepreneurship intention, student.

**Abstrak:** Tujuan dari penelitian ini adalah untuk menyelidiki dan menentukan bagaimana pelatihan kewirausahaan dan efikasi diri mempengaruhi tujuan kewirausahaan siswa mata pelajaran di Jakarta. Area penelitian ini dilakukan pada perguruan tinggi di delapan kampus di Jakarta. Studi ini dilakukan selama sembilan bulan, dimulai pada bulan Februari dan berakhir pada bulan Oktober 2022. Dalam penelitian ini, kami menggunakan bentuk teknik kuantitatif untuk membantu memberikan penjelasan tentang bagaimana pengaruh pendidikan kewirausahaan dan efikasi diri terhadap disposisi kewirausahaan. Ini melihat siswa yang terlibat dari provinsi DKI Jakarta. Pada penelitian ini, sampel yang diambil sebanyak 70 mahasiswa, dengan asumsi mereka memperoleh pendidikan kewirausahaan melalui disiplin ilmu (kependidikan) selain kursus dan seminar serta bangga memiliki usaha. Kesimpulan dari penelitian tersebut adalah bahwa pendidikan kewirausahaan berpengaruh cukup besar dan menguntungkan terhadap minat masyarakat untuk berwirausaha. Pelatihan kewirausahaan dimaksudkan sebagai penguasaan kompetensi yang diinginkan, yaitu mengenali peluang usaha baru, membandingkan kemungkinan, memulai kelompok, dan mengembangkan organisasi kewirausahaan. Keterampilan ini diperoleh dari sekolah kewirausahaan, yang tidak hanya diterima melalui teori dalam keanggunan tetapi juga dari publikasi, seminar kewirausahaan, dan pengalaman pendidikan.

**Kata kunci:** Pendidikan Kewirausahaan, efikasi diri, minat berwirausaha, mahasiswa

---

Copyright (c) 2023 The Authors. This is an open access article under the CC BY-SA 4.0 license (<https://creativecommons.org/licenses/by-sa/4.0/>)

---

## INTRODUCTION

A slowdown in the movement of the economy in Indonesia has affected the unemployment rate there. The problem of unemployment is one faced by every country. Over the last decade, the unemployment rate has been increasing. The crisis in 1998 contributed to the high the number of unemployed in Indonesia. As more people require jobs, the world of employment is becoming more constrained (Aditia, 2012). Unemployment caused by the absence of jobs is the responsibility of the government and industrial society. Many things must be addressed to create self-sufficiency in society. Because they are potential employees and are unsure about finding a job in line with their major or ambition, they contribute to Indonesia's high unemployment rate as the country's future leaders. And in Indonesia, the issue of unemployment is one that persists year after year, with one of the contributing elements being a dearth of employment opportunities for the workforce (Astuti et al., 2023). According to the Central Statistics Agency's (BPS) open unemployment rate, the number of unemployed undergraduates or university graduates in February 2015 was 5.34 percent compared to February 2014.

Those who graduate from tertiary institutions generally find it increasingly difficult to get a job, so this situation creates unemployment problems that have a negative impact on social stability and society (Azwar, 2012). While interest in entrepreneurship is still very low, including among university graduates, in general, college grads are better prepared to get jobs than to start their own businesses (Bandura, 1997). Because the educational system utilized at various tertiary institutions is more focused on training students to graduate fast and find jobs related to their majors than on preparing them to become graduates who are prepared to create jobs, college graduates are better prepared as job seekers (Drost et al., 2011). Apart from the lack of jobs and only being ready as job seekers, there are other problems that are the cause of unemployed college graduates, namely the curriculum that has not introduced the entrepreneurial side. Because in the realm of education, entrepreneurship is still not seen as the primary objective, even though the world of education is very important to foster the spirit of entrepreneurship, the world of education should not only prioritize theory but also its application. In a higher education institution, not all majors in every faculty receive entrepreneurship courses (Fuadi, 2009).

Entrepreneurship is an alternative choice to overcome unemployment. According to Lo (2011), Entrepreneurship provides people the freedom to work and be independent, which is one of the variables that influences economic success. For someone to be able to start their own business and not depend on other people or other firms for employment, they must have the aptitude and motivation to do so (Arafah, 2011). The contribution that an entrepreneur can make to Indonesia is to create jobs and innovate in products and processes. Entrepreneurship is an active method of generating more income. This wealth is produced by people who take significant risks with their money, time, and professional commitments or provide value to some goods and services (Bungin, 2013).

According to Hisrich (2018) the basic understanding in his book says that "Entrepreneurship is the process of creating something new and useful with the required time and effort, accepting the related financial, physical, and social risks, and reaping the financial rewards as well as achieving personal fulfillment and independence." In other words, entrepreneurship's dynamic process involves creating new wealth. Wealth is created by those who are prepared to take significant risks with regard to reason, time, or career dedication, or it must be somehow pumped by entrepreneurs by accepting and utilizing the necessary talents and resources (Creswell, 2015). Robert D. Hisrich et al. define it through three approaches, including: According to the economist's approach, an entrepreneur is a person who combines labor, materials, and other assets in ways that increase their worth as well as someone who establishes a new system of acquisition, invention, or renewal (Sudamarto, 2013). In the psychologist's approach, the entrepreneur is truly someone who is driven in a special way by a certain power of activity to produce and achieve something, whether on trial, for improvement, or maybe on the authority to find another way out (Herni & Hamam, 2010). The businessman's approach, in contrast to other businessmen, the fellow entrepreneur is seen as an ally or partner, a source of supply, a customer, or someone who finds a better way to harness resources, reduce waste, and create new jobs for others who are happy to run them. The entrepreneur is a businessman who appears as a threat and an aggressive competitor (Safrida et al., 2023; Slamet, 2014).

The function of universities in providing entrepreneurship education is one of the aspects fostering the growth of entrepreneurship in a nation. The higher education

institution is in charge of educating its students and inspiring them to have the bravery to launch their own businesses (Ichsan et al., 2023). Education improves morals and character, enhances creativity and inventiveness, and gives people more confidence in their abilities to choose and make the correct judgments (Rembulan et al., 2023). Entrepreneurship education is one application of education's concern for the progress of the nation (Suryana, 2009). In entrepreneurship education, it is shown, among others, the values and forms of work necessary to achieve success (Kasmir, 2016). With the availability of entrepreneurship education, it is becoming increasingly important, particularly in the field, where many entrepreneurs still lack the ability to manage their businesses. As a result, entrepreneurship education is expected to improve entrepreneurship ability and attitude (Nugroho et al., 2023).

According to Fuadi, the desire, interest, and willingness to work hard or have a strong will to strive to make ends meet without feeling afraid of the risks that would arise are the characteristics of entrepreneurial interest. A person's interest in starting their own business or working for themselves independently is classified as having this goal (Purwanto, 2016)). In everyday life, self-efficacy is very influential, especially in the aspect of self-knowledge, because self-efficacy influences individuals in determining actions to achieve the goals expected by individuals. Self-efficacy as an indicator of self-confidence will lead to a feeling of being able to launch a new business and the ability to manage a business. Entrepreneurship education has been known to increase entrepreneurial self-efficacy (Nuraida & Halid, 2019).

College students who have received entrepreneurship education, in a small proportion, namely 6 out of 10 students, said that they did not have an interest in entrepreneurship, and the teachers of entrepreneurship education courses did not provide motivation for an interest in entrepreneurship; they only demanded that their students understand what they explained and practice it only to meet the credit requirements. Thus, affecting his ability to deal with a wider and more varied situation. Failing in entrepreneurship is one of the reasons for the lack of confidence of students to do entrepreneurship. With this lack of confidence, they will have difficulties carrying out their business (Parinussa et al., 2023). Lack of confidence in the business being carried out depends on understanding one's ability to handle the situations one faces when

running a business. The Entrepreneurs community is a community of students who have a passion for entrepreneurship, with around 77 people joining as members.

## **METHOD**

The location of this research was carried out on higher education institution, involved eight campuses in Jakarta. This research was carried out for nine months, starting in February and ending in October 2022. To clarify how self-efficacy and entrepreneurship education influence interest in entrepreneurship, we adopted a form of quantitative approach in this study. The participants in this research are students in higher education institutions. In this study, the samples were students who were members of the community, totaling 70 respondents, assuming they received entrepreneurship education through academic disciplines (academic) as well as courses and seminars and also owned businesses. The research instrument, which takes the shape of a questionnaire, is a device used to gather data for this study. The instrument used is a list of questions on a questionnaire sheet, which will be distributed to community members. This study makes use of a Likert scale as its measurement system. The measuring scale itself is a contract used to produce quantitative data through measurement. The Likert scale is a tool for measuring attitudes, opinions, and perceptions of social phenomena in an individual or in a group of individuals. Likert scale with alternate responses customized for each questionere (Sugiyono, 2016; Sunyoto, 2017). Before the data is exposed to quantitative data analysis, a sort of study that uses numbers and calculations using statistical approaches, the data must be divided into certain categories using specific tables. Multiple regression analysis was utilized by the author to examine the data.

## **RESULTS AND DISCUSSION**

### **Results**

Based on convenience sampling, this study distributed questionnaires to respondents who were community members who were active in every community activity, including daily meetings and also as community administrators, namely, 70 questionnaires. Respondent identity is described through several items consisting of gender, faculty, and age. It was described that this study involved 70 respondents, consisting of 24 male respondents, or 34.3%, and 46 female respondents, or 65.7%. Based on the data above, this community's members are dominated by women.

Considering the validity test findings for variable X1 (entrepreneurship education), it was declared valid for all questions. This is the basis for the use of questions in the research, with as many as eight items to represent the variables of entrepreneurship education. Meanwhile, considering the results of the reliability test, which are equal to 0.825, it is declared reliable because it meets the criteria of  $> 0.6$ . Meanwhile, the results of the validity test for variable X2 (self-efficacy) were stated to be valid for 4 questions. However, for invalid items, the researcher used content validity or expert validity to replace two item items with one invalid item, resulting in eight item items to represent self-efficacy variables. Meanwhile, considering the results of the reliability test, which are equal to 0.794, it is declared reliable because it meets the criteria of  $> 0.6$ . The results of the validity test for variable Y (interest in entrepreneurship) are declared valid for 10 questions. The researcher used content validity to replace invalid items, resulting in 13-item questions to represent the variable interest in entrepreneurship. Considering the results of the reliability test, it is equal to 0.809 because it meets the criteria of  $> 0.6$ .

( $R^2$ ), or the coefficient of determination, has a value of 0.571 according to the Coefficient of Determination Test ( $R^2$ ) findings. This reveals that the factors of entrepreneurial education and self-efficacy can explain interest in entrepreneurship to a degree of 57.1%, with the remaining 42.9% being able to be explained by other effects not covered in this study. Whereas. A constant value of 12.983 was shown by the partial multiple regression coefficient significance test findings (t-test). This explains why the independent variable's value has not increased. As a result, the value of entrepreneurial interest (Y) is 12.983. The regression coefficient on the entrepreneurship education variable is 0.522, so it can be interpreted that each addition (because of the + sign) of one score or value of entrepreneurship education will give a score increase of 0.522 units. The regression coefficient on the self-efficacy variable is 0.786, so it can be interpreted that each addition (because of the + sign) of one score or value of entrepreneurship education will give a score increase of 0.786 units. The coefficient of the entrepreneurship education variable with a value of Sig = 0.002 so that it is lower than the 0.05 or  $0.05 \geq 0.002$  probability value, then  $H_0$  gets turned down but  $H_a$  is accepted, in order to draw the conclusion that entrepreneurship education significantly affects entrepreneurial interest. And for the variable coefficient of self-efficacy with a value of

Sig = 0.000,  $H_a$  is accepted and  $H_o$  is rejected if it is less than the probability value of 0.05 or  $0.05 \leq 0.000$ , at which point it can be deduced that self-efficacy significantly influences interest in entrepreneurship. Then, the Significance Test of the Regression Coefficient multiplies the findings. Overall, display the f-test findings from column f, which are equal to 46.930 and have a significance level of 0.000.  $H_a$  is accepted and  $H_o$  is refused because the probability value is 0.05 or  $0.05 \geq 0.000$ , indicating that the regression coefficient is significant. It was found that entrepreneurship interest was significantly influenced simultaneously by self-efficacy and entrepreneurship education.

According to the findings of the research hypothesis test,  $H_a$  is accepted and  $H_o$  is rejected, and the regression coefficient is significant when the entrepreneurship education variable's Sig = 0.002 is smaller than the probability value of 0.05 or  $0.05 \geq 0.002$ . As a result,  $H_o$  is disproved and the research hypothesis is accepted. Conclusion: By affecting 52.2% of interest in entrepreneurship, entrepreneurship education has an impact on it; other factors have an impact on the remaining interest in entrepreneurship.

### **Discussion**

The more interest there is in entrepreneurship, the more entrepreneurship education is available that teaches the essential skills needed, according to this study's investigation of the relationship between entrepreneurship education and interest in it. Important skills referred to by Zhao et al. (2005), such as recognizing new business opportunities, evaluating opportunities, starting a business, and entrepreneurial organization. This is consistent with the hypothesis of Ellen A. Drost et al. in their research entitled "Fostering Entrepreneurship among Finnish Business Students: Antecedents of Entrepreneurial Intent and Implications for Entrepreneurship Education," which says students are more interested in entrepreneurship the higher these talents are perceived to be. According to Wardoyo, entrepreneurship education can encourage students to be interested in entrepreneurship by bringing up figures who can become role models in entrepreneurship. It may be inferred that self-efficacy has a considerable impact on interest in entrepreneurship because it has a probability with a value of Sig = 0.000, which is smaller than the probability value of 0.05 or  $0.05 \leq 0.000$ , at which point  $H_a$  is approved and  $H_o$  is refused. In this study, self-efficacy in the dimensions of level, strength, and generalization has a 78.6% influence on entrepreneurship interest.

According to Bandura's self-efficacy hypothesis, which is also referenced in Ellen A. Drost's research, There are many components of self-efficacy that have an impact on entrepreneurial interest, and these factors include (1) A nature of the task at hand demands higher performance difficult and heavy than other tasks, (2) External incentives given by others to reflect on one's success such as parents, community leaders and role models, (3) Individual status in a person's social environment, affects the appreciation of others and self-confidence , (4) A person's self-efficacy will be impacted by information about his abilities, whether favorable or bad. Additionally, these elements have an impact on college students' enthusiasm in entrepreneurship. And it was written in a study entitled "The Effect of Self-Efficacy on Entrepreneurial Interest" by Arridho Sugiarto. Bandura says that mastery experiences, social modeling, social persuasion, and psychological and bodily conditions are the four ways to create a knowledge of self-efficacy.

Self-efficacy and entrepreneurial education both showed a substantial impact of 57.1% in this study. The remaining interest in entrepreneurship can be influenced by other aspects, which were mentioned in a previous study entitled "Fostering Entrepreneurship among Finnish Business Students: Antecedents of Entrepreneurial Intent and Implications for Entrepreneurship Education" by Ellen A. Drost et al., which is used as a reference in this study, namely entrepreneurial experience and proactive personality. In the study, it was explained that entrepreneurial experience and proactive personality influenced self-efficacy towards entrepreneurial interest. According to Purwanto in the entrepreneurship textbook, things that influence or encourage entrepreneurship are (1) creativity and innovation, (2) personal factors such as dissatisfaction with the current job or commitment to business, as well as environmental factors such as competition in life, and (3) organizational factors such as having a compact team in running the business and having a solid strategy as a product of a compact team.

## **CONCLUSION**

According to the outcomes of the multiple regression analysis performed to assess the research hypothesis, it can be concluded that entrepreneurship education significantly increases student interest in entrepreneurship by 52.2%, with a significant value of 0.002. Entrepreneurship education is meant here as mastery of the skills needed,



namely recognizing new business opportunities, evaluating opportunities, starting a business, and creating an entrepreneurial organization. These skills are obtained from entrepreneurship education, which is not only obtained through scientific disciplines but also from courses, entrepreneurship seminars, and academic experiences. The interest in entrepreneurship is significantly influenced by entrepreneurship education. Self-efficacy significantly increases student interest in entrepreneurship by 78.6%, with a significant value of 0.000, at higher education institutions. The desire in entrepreneurship is positively impacted by a large favorable influence. Self-efficacy variables that affect interest in entrepreneurship include the nature of the task at hand, external persuasiveness, social standing, and self-ability. The results of the study show that when the variables are assessed simultaneously (together) using multiple linear regression analysis, self-efficacy and entrepreneurship education have a significant positive influence on interest in entrepreneurship by 57.1%. This encouraging effect demonstrates how entrepreneurship education and self-efficacy may be crucial elements for increasing interest in entrepreneurship. Both significantly influence the interest in entrepreneurship in terms of generality, lifestyle, and high growth.

## REFERENCES

- Aditia, P. R. (2012). Determinants of Management Student's Interest in Entrepreneurship (Management Student Studies FE UNP). *Jurnal Manajemen*, 4(1), 15-27.
- Astuti, E. D., Tannady, H., Lahiya, A., Supriatna, D., & Handayani, E. S. (2023). The Analysis of Relationship Between Quality of Graduates and Education Financing Management in Private Islamic School. *Journal on Education*, 5(3), 7715-7720.
- Azwar, S. (2012). Self-Efficacy and Statistical Learning Achievement in Students. *Jurnal Psikologi*, 1(2), 22-34.
- Bandura, A. (1997). Self-efficacy: Toward a Unifying Theory of Behavioral Change. *Psychological Review*, 4(12), 43-58.
- Drost, E. A., et. al. (2011). Fostering Entrepreneurship among Finnish Business Students: Antecedents of Entrepreneurial Intent and Implications for Entrepreneurship Education. *International Review of Entrepreneurship*, 6(8), 12-23.

- Fuadi, I. F. (2009). Relationship between Interest in Entrepreneurship and Achievement in Industrial Work Practices for Class XII Students of Automotive Engineering at SMK Negeri 1 Adiwerna, Tegal Regency. *Jurnal PTM*, 4(9), 52-67.
- Lo, C. T. (2011). The Impact of Entrepreneurship Education on Entrepreneurial Intention of Engineering Students. City University of Hong Kong.
- Arafah, W. (2011). The Essence of the Business Environment & Entrepreneurship. Jakarta: Universitas Trisakti.
- Bungin, B. (2013). Social and Economic Research Methodology. Jakarta: Kencana.
- Creswell, J. (2015). Educational Research (translation). Yogyakarta: Pustaka Pelajar.
- Herni, A., & Hamam, F. (2010). Entrepreneurial Theology. Jakarta: Lembaga Penelitian Universitas Indonesia.
- Hisrich, D. R. (2018). Entrepreneurship. Jakarta: Salemba Empat.
- Ichsan, I., Tannady, H., Nuryana, A., Fuadi, T. M., & Putra, P. (2023). Efforts to Build Nationalism Values to Vocational High School Students with The implementation of Character Education. *Jurnal Pendidikan dan Kewirausahaan*, 11(2), 361-372.
- Kasmir, K. (2016). Entrepreneurship. Jakarta: PT. Raja Grafindo Persada.
- Nugroho, B. S., Tannady, H., Fuadi, T. M., Aina, M., & Anggreni, M. A. (2023). Role of Work Experience, Work Motivation and Educational Background on Teacher Performance at Vocational School. *Jurnal Pendidikan dan Kewirausahaan*, 11(2), 476-487.
- Nuraida, M., & Halid, A. (2019). Educational Research Methodology. Ciputat: Islamic Research Publishing.
- Parinussa, J. D., Taryana, T., Ningtyas, A. A., Rachman, R. S., & Tannady, H. (2023). Developing Student Emotional Intelligence by Involving the Active Role of Teacher. *Journal on Education*, 5(3), 8528-8533.
- Purwanto, A. (2016). Introduction to Entrepreneurship. Yogyakarta: UNY.
- Rembulan, G. D., Tannady, H., Al Haddar, G., Ausat, A. M. A., & Pratiwi, E. Y. R. (2023). Entrepreneurs Preference in Choosing Payment Method. *Jurnal Pendidikan dan Kewirausahaan*, 11(2), 415-423.

- Safrida, S., Tannady, H., Solissa, E. M., Sapulete, H., & Al Haddar, G. (2023). Strategic Leadership Analysis of School Principal to Improve Learning Quality. *Jurnal Pendidikan dan Kewirausahaan*, 11(2), 391-399.
- Slamet, F. (2014). *Entrepreneurial Fundamentals: Theory & Practice*. Jakarta: PT. Indeks.
- Sudamarto, R. G. (2013). *Computer-Based Applied Statistics with IBM SPSS 19 Program*. Jakarta: Penerbit Mitra Wacana Media.
- Sugiyono. (2016). *Quantitative Qualitative Research Methods and R&D*. Bandung: Alfabeta.
- Sunyoto, D. (2017). *Economic Research Methodology*. Yogyakarta: CAPS.
- Suryana, M. (2009). *Entrepreneurship Practical Guide: Tips and Process to Success*. Jakarta: Salemba Empat.