

## THE INFLUENCE OF ENTREPRENEURIAL LEARNING AND THE MOTIVATION TO THE ENTREPRENEURIAL INTEREST OF STUDENTS WITH SELF EFFICACY AS VARIABLE INTERVENING

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### ABSTRAK

**Abstrak:** Permasalahan yang dikaji didalam penelitian ini adalah rendahnya tingkat minat siswa untuk berwirausaha. Peran pengetahuan kewirausahaan dan motivasi dengan *self efficacy* dijadikan sebagai suatu cara untuk meningkatkan intensi berwirausaha siswa. Penelitian ini bertujuan untuk mengetahui pengaruh pengetahuan kewirausahaan dan motivasi terhadap intensi berwirausaha siswa dengan *self efficacy* sebagai variabel intervening, serta seberapa besar pengaruh pengetahuan kewirausahaan dan motivasi terhadap intensi berwirausaha siswa dengan *self efficacy* sebagai variabel intervening. Penelitian ini dilakukan dengan metode survey explanatory. Desain yang digunakan dalam penelitian ini adalah *cross sectional design*. Populasi dalam penelitian adalah siswa SMKN di Purwakarta dengan jumlah 12 sekolah. Teknik yang digunakan dalam pengambilan sampel ini menggunakan teknik *two stage cluster random sampling* dan terpilih 4 sekolah dengan total sampel 299 responden. Data dianalisis dengan menggunakan *Structural Equation Modelling (SEM)* dengan program AMOS 5 dengan *maximum likelihood estimation*. Hasil penelitian menunjukkan bahwa (1) Pengetahuan kewirausahaan berpengaruh terhadap Self efficacy, (2) Motivasi berpengaruh terhadap *Self efficacy*, (3) *Self efficacy* berpengaruh terhadap intensi berwirausaha siswa, (4) Pengetahuan kewirausahaan berpengaruh terhadap intensi berwirausaha siswa dan (5) Motivasi tidak berpengaruh terhadap intensi berwirausaha siswa.

**Kata kunci:** Pengetahuan kewirausahaan; motivasi; *self efficacy*; intensi berwirausaha.

**Abstract:** *The problems examined in this research are the low level of student interest for entrepreneurship. The role of entrepreneurial knowledge and motivation with self efficacy is used as a way to improve students 'entrepreneurial intentions. This research aims to determine the influence of entrepreneurship knowledge and motivation towards entrepreneurial intention of students with self efficacy as a intervening variable, as well as how much entrepreneurship knowledge and motivation to the students' entrepreneurial intention with self efficacy as a intervening variable. This study was conducted by explanatory survey method. The design used in this study is cross sectional design. The population in the study is SMKN students in Purwakarta with 12 schools. The technique used in this sampling uses a two stage random sampling cluster technique and was selected 4 schools with a total sample of 299 respondents. The Data was analyzed using Structural Equation Modelling (SEM) with AMOS 5 program with a maximum likelihood estimation. The results show that (1) entrepreneurial knowledge affects Self efficacy, (2) motivation affects Self efficacy, (3) Self efficacy affect the students 'entrepreneurial intentions, (4) Entrepreneurial knowledge affects the student's entrepreneurial intentions and (5) motivation has no effect on students 'entrepreneurial intentions.*

**Keywords:** *Entrepreneurship knowledge; Motivation; self efficacy; entrepreneurial intention.*



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## A. LATAR BELAKANG

Entrepreneurship, considered an essential element of economic and social growth around the world, is one of the areas of research that develops in academia. Entrepreneurship can increase national competitiveness and promote economic growth (Zahra et al., 2004), through job creation and bringing innovation into business (Shane & Venkataraman, 2007). Entrepreneurship has contributed greatly to the economic and non-economic development of a nation. Among them are creating jobs, forming business companies, transforming people's lives and so on (Sher et al., 2018). This tendency is due to the belief that entrepreneurship is key to a number of desired social outcomes, including economic growth, lower unemployment, and technological modernization.

Entrepreneurial souls can grow when one has an interest in entrepreneurial field. Someone who is interested in entrepreneurial will be seen in behavior that leads to desire, so dare to bear the risk and respond quickly in dealing with the opportunities (Atmaja, 2016). In the current era of globalization when an entrepreneurial interest is left, the impact will lead to higher unemployment in Indonesia.

Based on BPS data of West Java 2015-2017 about open unemployment according to the highest education that has been terminated there is fluctuations in the unemployment rate from year to year. TPT for vocational High school occupies the highest position (16.80 percent), followed by the High school TPT (10.03 percent). While the lowest TPT is at the level of education elementary school is 4.30 percent. This is because those who are low educated tend to accept any job, while higher educated ones tend to choose the appropriate work. This is evident in the August 2017, TPT, which has decreased in the upper secondary school education level, which is SD down by 4.27 percent points, first junior high school with 0.84 percent points and senior high school for 1.37 percent points. While at vocational High School and Diploma I/II/III above, TPT increased from the previous year at Vocational high school for 0.29 percent points, Diploma I/II/III of 1.25 percent points and the university amounted to 0.87 percent points.

One way to overcome unemployment and improve Indonesia's economy is to increase entrepreneurial interest. Some experts give opinions to reduce unemployment, among them: (1) Entrepreneurial development is believed to provide solutions for high-educated unemployed. (2) Entrepreneurial ability must be built consciously from an early age, thus the young generation also began to make entrepreneurial as one of the career choices that turned out to be important to support the welfare of the nation in the future (Nurfitriana et al., 2018).

This is supported by the current reality of Indonesia according to the Menkop Puspayoga explained, based on data CPM 2016 with a population of 252 million, the number of non-agricultural entrepreneurs that settle to reach 7.8 million people or 3.1 percent. In line with that entrepreneurial intention is very important for a country that includes the success of individuals, corporations and peoples' lives.

An entrepreneurial intention is an encouragement from someone who is able to give a passion for business activities to earn income without depending on the other person (Busro, 2018). This is a similar submitted by

Norsamsinar, Norasibah, Hariyaty, Rusliza & Jessnor an entrepreneurial intention is defined as a tendency to own a business or intend to create a company of its own. Entrepreneurial intention can also be understood as a spirit that grows from oneself without any compulsion from others (Samsudin et al., 2016).

Entrepreneurial intention is influenced by some things, capital ownership, access to capital, business skills, confidence, availability of facilities and infrastructure and resources, business climate, commitment to success, family support, and guidance from others, and others (Busro, 2018). In addition, there are several factors that have been predicted to influence the Intensi of one's career as an entrepreneurial, both influenced by internal factors, external factors and influenced by entrepreneurial learning (YUDI, 2013).

Various efforts undertaken by the school's education, especially vocational education in instilling students' interest in schools such as providing entrepreneurial learning, materials about entrepreneurial knowledge, field work practices and training on entrepreneurship motivation is very necessary for everyone when faced with problems. It aims to change the mindset of the students which after graduation wants to find job opportunities turned into someone who created jobs (Haq & Setiyani, 2016).

Entrepreneurial knowledge has a role in growing the students' entrepreneurial intentions. Bell (Bell et al., 2015) also states that learning from experience will provide an opportunity to develop entrepreneurial skills. Referring to what has been stated, implied the importance of the learning process not only for the development of individual behaviors but also to grow entrepreneurial interest (San Tan & Ng, 2006). According to Rae (Rae, 2005) Entrepreneurial knowledge is defined as a process of identifying and leveraging opportunities by starting, organizing and managing new ventures.

While the motivation of Students for entrepreneurship is a personal goal and believes that they can achieve success. A person with motivation will generally be more likely to endure and they tend to have enough resources to withstand the negative competition that occurs when entrepreneurial (Roberts, 2010). Without the positive motivation thought one could stop in the midst of becoming an entrepreneur.

Bandura (Bandura et al., 1999) defines *self efficacy* as a person's belief in his ability to complete a job. Or in other words, one's motivating conditions are more based on what they believe than on what is objectively true. Such personal perception plays an important role in one's interest development. *Self efficacy* is an individual's belief in the ability to form an entrepreneurial behavior. *Self efficacy* measured by scale (Gaddam, 2008) with an indicator of confidence in the ability to manage business, human resources leadership, mental maturity in business, and feel able to start the business.

Based on several studies, the Theory of Planned Behaviour is believed to be a good and complex model in explaining entrepreneurial interests (Wijaya, Bambang, 2013), as the Theory of Planned Behaviour expressed interest as the closest antecedent to behavior (Ajzen, 1991). According to Theory of Planned Behaviour, the stronger the interest of a person to do

something behavior will be more successful he did it (Pibriana & Ricoida, 2017). On the other hand, other researchers have also assumed that interest is the best predictor for entrepreneurial behavior (F. & Carsrud, 1981), thus it can mean that interest is the most sensible basic approach to predicting who will be entrepreneurial in the future (Choo & Wong, 2006).

This study examines entrepreneurial intentions based on the perspective of the theory of plan Bahavior. Attention in the theory of plan Bahavior is on one's intention to conduct a behavior. Entrepreneurial interest in many research is known by several other terms namely, entrepreneurial motivation, entrepreneurial intention and entrepreneurial intent. By Urban et al (Urban et al., 2008): The term entrepreneurial intentions has affinity with other frequently used terms with a similar meaning; e.g. entrepreneurial awareness, entrepreneurial potential, aspiring entrepreneurs, entrepreneurial proclivity, entrepreneurial propensity, and entrepreneurial orientation. Based on the opinion of Urban et al it is known that the term entrepreneurial intention is a term that has closeness to other terms that are often used with the same meaning, for example entrepreneurial awareness, entrepreneurial potential, prospective entrepreneurs, entrepreneurial tendencies, entrepreneurial tendencies and entrepreneurial orientation. Thompson (Nastiti et al., 2010) states that intention is a continuously entrepreneurial intention owned by a person who has been an entrepreneur, while the intent is an entrepreneurial intention that someone who has not yet had a business yet will create a business. Meanwhile, according to Krueger (Urban et al., 2008) Entrepreneurial intentions as a commitment to starting a new business. Krueger defines entrepreneurial intention as a commitment to start a new business.

Knowledge is defined as being known directly from the experience, based on the Pancaindra, then spontaneously processed by reason (Endraswara, 2015). When viewed from this point of view, knowledge can be interpreted as something that is still spontaneous, subjective and intuitive. Some references say that sometimes, the truthfulness of a knowledge is not neatly organized, the reason has not been examined methodologically.

According to Cashmere, entrepreneurship is creating a business activity to find something new or different from the previous need for innovation and creativity (Gholami & Karimi, 2014).

Knowledge of Entrepreneurship (Entrepreneurial knowledge) includes the type of scientific knowledge, because in the process of complicit through scientific procedures, this is as the opinion of Nursito & Nugroho (Suratno et al., 2020) stating that entrepreneurship knowledge is a discipline that learns the value, ability and attitude in the face of various challenges of life.

Entrepreneurial knowledge is important for prospective entrepreneurs, but it does not necessarily create an entrepreneur. In addition to the knowledge of entrepreneurship as an external factor, there is an impact on entrepreneurial intentions of internal factors, namely the self-efficacy that is a person's confidence that he is able to successfully start new business ventures based on the assessment of people about his ability to perform certain activities (Campo, 2011).

Motivation is defined as a desire to learn something, in context that usually refers to stimulating students ' interest or what is known as

intrinsic motivation (Abdullah & Yih, 2014). The motivation can be interpreted as an encouragement in a person to perform the best possible activities as well as achieving personal goals in the form of achievement (Ajiwibawani et al., 2017). The motivation for entrepreneurship is a personal goal and believes that they can achieve success. A person who has motivation in general will be more likely to endure and they tend to have enough resources to withstand the negative competition that occurs when entrepreneurial. Motivational indicators refer to a depressed feeling of doing something, e.g. doing activities in order to get a prize or to feel proud.

In social cognitive theory, internal or personal factors one of the most important is the self-confidence or self-efficacy of each other and influenced by the students to proceed to the level of education that further in accordance with the choice and hope of success in obtaining the work after graduation. Jess Greogory defines self-efficacy as a self-confidence to know its ability so that it can perform a form of control over the person's own benefit and occurrence in its surrounding environment. *Self efficacy* is the belief that one of the skills they have to perform a certain action to accomplish something.

This self-efficacy is indispensable because it is closely related to the individual's confidence in its ability to give control to all events that will affect its life. Such confidence will further strengthen the individual to solve the problems that exist in each side of his life. If a person does not believe in his or her abilities, it will be difficult to solve the problem, including in determining the type of work he/she will undergo. While individuals with high self-efficacy are individuals who have a positive view of failures and accept the shortcomings they have, are more active, can take lessons from the past, be able to plan goals and create work plans, more creative to solve problems and always try harder to get maximum work.

The results of the research on entrepreneurial interests from some researchers have found differences, such as Dewi et al. (Dewi et al., 2020), based on the data obtained from the results of the study, can be concluded that there is a positive influence of entrepreneurship learning towards entrepreneurial interest, there is a significant influence motivation to learn to entrepreneurial interests. Flora Puspitaningsih (Flora Puspitaningsih, 2014), entrepreneurial knowledge has no effect on entrepreneurial interests, Hartanti & Rohmad (Nugrahaningsih & Muslim, 2016), motivation has no significant effect on entrepreneurial interests and Rosmiati, Donny & Munawar (Rosmiati et al., 2015). The results of this study show that attitude and motivation variables have no significant effect on entrepreneurial interests.

Based on the results of the previous research it still raises the real question what factors affect entrepreneurial intention. Whether entrepreneurship knowledge, motivation and *self efficacy* have an influence on entrepreneurial intentions. The purpose of research to test the influence of entrepreneurship knowledge, motivation and *self efficacy* towards students ' entrepreneurial intention, besides the benefits in this study to foster entrepreneurial.

## B. METHODS

The method used in this research is the survey method explanatory which is the method of study that will use the research instrument in the form of a poll as a data collection tool from the population samples taken to explain the influence of entrepreneurial learning and motivation to entrepreneurial interests of students with self-efficacy as a intervening variable in entrepreneurship class XII in SMKN Se-kabupaten Purwakarta. The design used in this study is cross sectional design by way of single cross sectional Method (Indriartoro & Supomo, 2016), so this research is done once in a year.

Sampling techniques to determine the sample to be used in this study using random sampling, namely by sample selection method in which each population group has the same opportunity to be selected to be a member of the sample and nothing too much or too little. With the number of research samples reaching 299 students from 1183 people in existing populations.

Data analysis in this study uses SEM and with the AMOS application. Kusnendi (Hastuti, 2015) suggests that SEM is a combination of the interdependencies of multivariate data analysis techniques and the dependencies of the confirmatory factor analysis and pathway analysis.

This structural equation Model has an advantage compared to other multivariate statistical methods because in latent variables entered errors in the model (Ghozali, 2013). The key variables of concern in structural equations in this research are latent variables or latents construct i.e. entrepreneurial learning, motivation, *self efficacy* and entrepreneurial interests.

There are two types of variables i.e. variable latent exogenous (independent) and endogenous (dependent). The exogenous variables in this study are entrepreneurial knowledge and motivation. While the endogenous variables in this research are *self efficacy* and entrepreneurial intentions.

The results of the overall track diagram image will appear as follows.

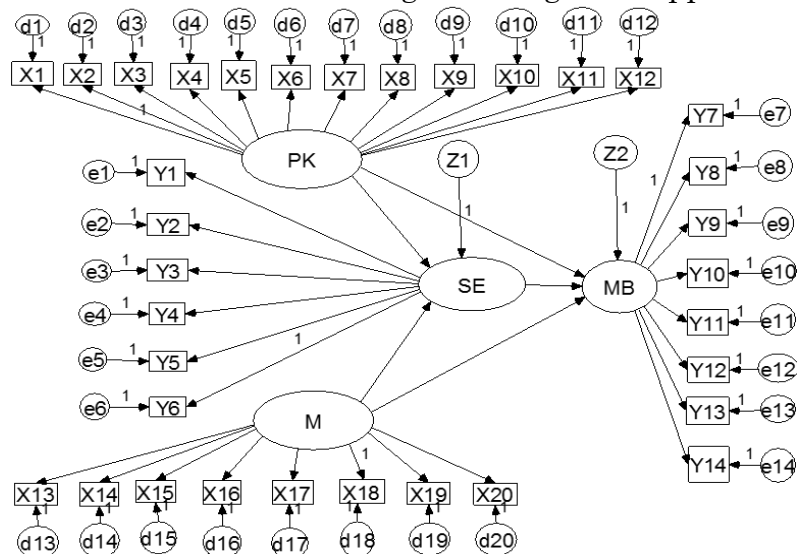


Figure 1. Tract Chart

### C. RESULT AND DISCUSSIONS

The analysis of the factors used in this study is the analysis of the confirmatory factor, which is to test the dimensions of any significant variable forming. The criterion used is when the loading factor above value of 0.5 is a factor that has a role in forming variables. The analysis results show that of the four variables used, all variables have a loading factor above value of 0.5.

Structural Equation Modeling (SEM) analysis is used to determine the structural relationship between the variables studied. Structural relationships between variables are tested for compliance with goodness-of-fit Index. The structural analysis results of the equation modeling in this study can be seen in the picture below.

Based on the table above, the value of Chi Square 531.530 with P-value of  $0.377 \geq 0.05$ , RMSEA amounted to  $0.008 \leq 0.08$  and CFI value of  $0.998 \geq 0.90$  indicates that this model conformance test resulted in a good reception. Therefore, it can be concluded that the modeling analysis structure in this research can be done.

**Table 1.** Regression Weights

			Estimate	S.E.	C.R.	P
SE	<---	PK	0,1466	0,0701	2,093	0,0364
SE	<---	M	0,1504	0,0686	2,1931	0,0283
MB	<---	SE	0,1927	0,0641	3,0057	0,0027
MB	<---	PK	0,1595	0,0691	2,3068	0,0211
MB	<---	M	0,005	0,0669	0,0742	0,9409

Based on the Table 1 of data processing it is known that the value P (probability) = 0.0364 This indicates that the eligible result is less than 5% or 0.05 for P so that the H1 can be deduced on the research is acceptable. From the discussion above the receipt of this hypothesis indicates that there is a significant influence between entrepreneurial knowledge of self efficacy.

This is in line with the Flora's research (Flora Puspitaningsih, 2014) which states that entrepreneurial education is partially influential in self efficacy. This is in accordance with the stated by Ika et.al (Nurfitriana et al., 2018) entrepreneurial knowledge affects *self efficacy* positively and significantly. This indicates that there are entrepreneurial subjects that are learned when the entrepreneurial learning process has been able to foster confidence in the students for entrepreneurship. In general, entrepreneurial knowledge is expected to play an important role in increasing self-confidence in students for entrepreneurship.

Based on the results of data processing it is known that the value P (probability) = 0.0283 This indicates that the qualifying result is less than 5% or 0.05 for P so that the H2 can be deduced on this acceptable study. From the discussion above the receipt of this hypothesis indicates that there is a significant influence between motivation to self efficacy.

The results of this study in accordance with the research conducted by Haq and Setiyani (Haq & Setiyani, 2016) suggests that there is an indirect influence between the motivation of learning against self efficacy. Encouragement, rave, appreciation, and recognition will cultivate self efficacy. Motivation aims to achieve an expected wish. Students will be encouraged and diligent in the learning activities if the lesson matches what it is hoped to

achieve a cita-citanya of the future. Students who love the entrepreneurial world will be encouraged to study in entrepreneurial lessons or in relation to entrepreneurial worlds. This means the higher the motivation of learning students with reinforced self efficacy, the higher the interest of students for entrepreneurship.

Based on the results the data processing is known that the value P (probability) = 0.0027. This indicates that the qualifying result is less than 5% or 0.05 for P so that the H3 can be deduced in the study is acceptable. From the discussion above the receipt of this hypothesis indicates that there is a significant influence between *self efficacy* to entrepreneurial interests.

The study is in line with the Flora's research (Flora Puspitaningsih, 2014) that self-efficacy affects the interest of entrepreneurial interests. This is in accordance with the research conducted by Chomzana & Hamidah that varia  $\rightarrow$  Bel self-efficacy has positive effect on the. Self-efficacy is indispensable for someone to live this life. Because, with confidence will make more optimistic about what is done. Likewise with entrepreneurship. By having high self-confidence will make an entrepreneurial intention also high. A person with high self-efficacy will have a sense of optimism and also a high spirit, so that if the business is experiencing a failure of any kind, will still make the individual is not easily discouraged. Conversely, a person with low self-efficacy tends to be easily surrendered. A slight failure occurred would be pessimistic and chose to surrender.

Based on the results the data processing is known that the value P (probability) = 0.0211. This indicates that the eligible results are located very far away from 5% or 0.05 for P so that the H4 can be deduced on the study received. From the discussion above the receipt of this hypothesis indicates that there is a significant influence between entrepreneurial knowledge to entrepreneurial intentions.

The results of this study show that entrepreneurial knowledge has a significant effect on entrepreneurial interests. This indicates that there are entrepreneurial subjects that are learned when the entrepreneurial process of knowledge has been able to foster the interest of students for entrepreneurship. In general, entrepreneurial knowledge is expected to play an important role in enhancing the intention of students to entrepreneurial.

Based on the results the data processing is known that the value P (probability) = 0.9409. This indicates that the ineligible results are located very far away from 5% or 0.05 for P so H5 insumed on this study was rejected. From the discussion above the receipt of this hypothesis indicates that there is no significant influence between the motivation against entrepreneurial intentions.

Motivation is an encouragement that can arise both from outside and inside an individual. The connection with entrepreneurial intention is when an individual has an encouragement from a family for example, to become an entrepreneur, their entrepreneurial intention will be higher because they feel when their wishes are supported by the family. In addition, the motivation gained from seeing entrepreneurs who have been successfully successful will make the individual wishes to become entrepreneurs also increasingly higher, because they believe they can also succeed like other entrepreneurs. This shows that motivation has an important role in growing the students '



entrepreneurial intentions.

However, after further observation and research, motivation has no effect on entrepreneurial interest. The reasons are also varied, ranging from parents who want their children to work at the office with a fixed salary rather than working as an entrepreneur whose income is not fixed. Environmental factors greatly affect one's decision to decide something. In addition, when viewed from the educational side that has been given not enough to make a boost to start a new business. There are several factors that are reasons, such as playing gadgets when the school is in progress, so that the material provided can not be received properly. In addition, when following entrepreneurial learning is not focused on the material but chatting with other friends. And lastly, when following entrepreneurial practice does not perform properly so that things should be the motivation to start a business to be not maximal. Thus the interest or desire for entrepreneurship is less perceived.

Based on the results of the test proves that an entrepreneurial motivation variable has no significant effect on entrepreneurial intention variables. So, H5 are not supported and rejected. That is, motivation does not affect direct entrepreneurial intention. The results of this research in line with the research results Munawar et al. (Rosmiati et al., 2015), that entrepreneurial motivation is negatively influential and insignificant to entrepreneurial intentions.

#### D. CONCLUSION AND SUGGESTIONS

Based on the results of the analysis, hypotheses and discussion on the influence of entrepreneurial knowledge and motivation towards entrepreneurial intention of students with *self efficacy* as intervening variables, using Structural Analysis Modelling (SEM) data analysis tool, generated conclusions as following entrepreneurship knowledge has an influence on self efficacy. Meaning the better process of entrepreneurship knowledge will be higher self efficacy, motivation has influence on self efficacy. Which means the stronger the motivation that the students will have the higher self efficacy, *Self efficacy* have an influence on the students' entrepreneurial intention. meaning the stronger *self efficacy* that the students have, the higher the intention of entrepreneurial students, the knowledge of entrepreneurship has an influence on the students' entrepreneurial intentions. It means the better process of knowledge of entrepreneurship then the higher the intention of entrepreneurial students.

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