

THE INFLUENCE OF ENTREPRENEURSHIP KNOWLEDGE AND SELF EFFICACY TOWARDS ENTREPRENEURIAL INTENTION STUDENTS OF CLASS XI IPS SENIOR HIGH SCHOOL

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ABSTRAK

Abstrak: Tujuan dari penelitian ini adalah untuk menganalisis pengaruh pengetahuan kewirausahaan dan self-efficacy pada intensi berwirausaha di SMA Muhammadiyah 3 Plus, Bandung. Secara teknis, metode yang digunakan dalam penelitian ini adalah bentuk penelitian kuantitatif dengan menggunakan metode explanatory survey. Partisipan penelitian adalah siswa kelas XI di SMA Muhammadiyah 3 Plus, Bandung. Data yang digunakan dalam penelitian ini dikumpulkan melalui kuesioner. Data dikumpulkan, kemudian dianalisis dengan menggunakan analisis regresi berganda dengan nilai signifikansi 5%. Temuan penelitian menunjukkan bahwa pengetahuan kewirausahaan dan self-efficacy berpengaruh terhadap intensi berwirausaha di SMA Muhammadiyah 3 Plus, Bandung.

Kata kunci: Pengetahuan Kewirausahaan; *Self-Efficacy*; Intensi Berwirausaha.

Abstract: The purpose of this research is to analyse the influence of entrepreneurship knowledge and self-efficacy on entrepreneurial intention in Muhammadiyah 3 Plus High School, Bandung. Technically, the method used in this research is a form of quantitative research using the explanatory method of survey. The study participants were XI grade students at SMA Muhammadiyah 3 Plus, Bandung. The Data used in this study were gathered through questionnaires. The Data was collected, then analyzed using multiple regression analyses with a significance value of 5%. Research findings show that entrepreneurship knowledge and self-efficacy have an effect on entrepreneurial intention in Muhammadiyah 3 Plus High School, Bandung.

Keywords: Entrepreneurship knowledge; *Self Efficacy*; Entrepreneurial intention.



Article History:

Received : 25-06-2020
Revised : 07-08-2020
Accepted : 09-08-2020
Online : 14-08-2020



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A. INTRODUCTION

Entrepreneurship is a resource in economic growth (F. Liñán, 2004). Entrepreneurial activities provide job opportunities and improve competitiveness, and promote technological innovation (Thurik & Wennekers, 2004). 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 (Koe et al., 2015). 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.

The high unemployment rate in Indonesia is very concern. Unemployment occurs because the number of graduates both from high school and college are not worth the number of jobs offered (Saiman, 2009). According to the Assistant deputy field of Youth Ministry of Youth and Sports, there is a growing phenomenon of higher education level the higher the dependence on employment. This is because they are too pick jobs that fit their needs and competence, so that the uneducated unemployment rate becomes high (<http://www.republika.co.id>). Most of them are sought-after jobs primarily as civil servants and job seekers, not as job creators (Handriani, 2011).

Entrepreneurial intention is not easy to learn, however, research on entrepreneurship has developed a model that links the intention to implement specific actions in the present with the actual realization in the future (Boezio & et al., 2010). The intention is an indication of how hard someone wants to try from how much effort they plan to do the behavior (Kuratko, 2010). The concept of entrepreneurial intention is a self-acknowledged belief by a person that they intend to establish a new business venture and consciously plan to do so (Thompson & McIlroy, 2019). Further, the intention of entrepreneurship (entrepreneurial intentions) according to Katz and Gartner (Nastiti et al., 2010) is an information retrieval process that can be used to achieve the purpose of forming a business. Information search becomes an initial form of business in entrepreneurship. Learn what it needs and what risk might happen. According to Lee and Wong (Azwar, 2016) that entrepreneurial intention or the intention of entrepreneurship is the first step of a process of establishing a business that is generally long term.

According to Lans et al. in the Ajzen theory, the intention is seen as an effective predictor of individual behaviour in certain contexts (Icek, 2002). The analysis of the intention tells us about how strong the individual will pursue a particular purpose and how hard they will adjust their behavior to achieve a defined goal.

The intention of entrepreneurship reflects one's commitment to start a new business and is a central issue to consider in understanding the process of new business establishment (Rafika Rahmadani, Suwatno, 2018). Entrepreneurial intention is also related to the interaction that develops in the family and network of friends, in this case entrepreneurial intentions are influenced by the business experience of family members or people with a relationship (Ishfad et al., 2010). Having a family or friend of an entrepreneur assured a person to be an entrepreneurial (Zakaria et al.,

2013). A number of empirical studies suggest that having a parent or entrepreneurial family member significantly increases an individual's tendency to pursue a similar career (Markus & Raijman, 2010). It is also shown from research that suggests that the family impact on entrepreneurial intentions (King, 2004).

Fini et al (Murzin, D.Y., 2009) reveals that the Entrepreneurial intention is a cognitive representation of actions that will be performed by either individual who will build independent business or create new value in an existing company. Another opinion expressed by Reynolds (Reynolds, 2005) which defines the intention of entrepreneurship as a search for information that can be used to help fulfill the purpose of subsequent business creation Shirokova (Shirokova et al., 2018) adds that entrepreneurial intention is a commitment to start a new business and is a process of becoming an entrepreneurial. A person with a strong intention to start a business will have better readiness and progress than a person without the intention of starting a business (Indarti dan Rostiani, 2008).

Further Krueger, Krueger and Brazeal, and Krueger et.al (Izquierdo, 2008), describe factors that influence individual intentions, i.e. outside factors such as personal and situations from individuals influencing perception of social norms (families, friends, co-workers, cultural organizations and societies) and perceptions of self-confidence, then perception of social norms affects the perception of the individual's desire (perceived desirability) and perception of eligibility/possibilities (perceived feasibility) in individual endeavours, which ultimately affects significantly towards individual intention for entrepreneurship.

Various efforts made by high school education in instilling the intention of students to entrepreneurship in schools such as providing materials about entrepreneurial knowledge, field work practices and training of entrepreneurship. Confidence in everyone is indispensable when facing problems. It aims to change the mindset of the students which after graduation wants to find job opportunities turned into someone who created jobs (Sudarwanto, 2018).

Based on several opinions from experts, Theory of Planned Behaviour is believed to be a good and complex model in explaining the entrepreneurial intention (Wijaya, Bambang, 2013), it is because the Theory of Planned Behaviour expressed interest as the closest antiseden to behavior (Ajzen, 1991). According to the Theory of Planned Behaviour, the stronger the intention of a person to do something behavior then the more successful he did it (Pibriana & Ricoida, 2017). On the other hand, other researchers have also assumed that the intention is the best predictor for entrepreneurial behavior (F. & Carsrud, 1981), thus it can mean that entrepreneurial intentions are the most sensible basic approach to predicting who will be entrepreneurial in the future (Choo & Wong, 2006).

The concept of entrepreneurial intention is self-acknowledged belief by a person that they intend to establish a new business venture and consciously plan to do so (Thompson & McIlroy, 2019). According to Bird in Tung et al an entrepreneurial intention refers to the individual's decision to adopt a business concept and lead to the creation of a new business (Lorz, 2015). Shirokova et al (Shirokova et al., 2018) further explains that an entrepreneurial intention is a commitment to start a new business and a

person's process of becoming an entrepreneurial.

The decision to entrepreneurship is a decision taken by the individual intentionally and consciously, therefore it is fundamental to analyze how the decision can be taken by the individual. In this case, entrepreneurial intention can be a first step in the formation of a new business. In addition to the intention of a behavior is the only best predictor of the emergence of such behavior (Krueger, 2011).

Krueger, Krueger and Brazeal, and Krueger et. al (Krueger, 2011), explain the factors that influence entrepreneurial intentions, i.e., external factors such as personal and the situation of the individual affect the perception of social norms (family, friends, co-workers, organizational and community culture) and perception of self-confidence, then the perception of social norms affects the perception of self-confidence, then the perception of the social Norm affects the perception of the individual's desire (perceived desirability) and perception of eligibility/possibilities (perceived feasibility) in individual endeavours, which ultimately affects significantly towards individual intentions, which ultimately affects significantly towards an individual's intention to entrepreneurship.

Linan and Chen stating the intention of starting can be a defining element for a person to display entrepreneurial behaviour. Linan and Chen developed an entrepreneurial intentioning model based on the Theory of Planned Behavior to measure one's entrepreneurial intentions. Theory of Planned Behavior is a theory that can be applied to explain all behaviours and it produces pretty good results in a broad field, including career selection issues. In this case, the decision for entrepreneurship is a deliberate and conscious decision, therefore it can be explained well by the Theory of Planned Behavior. By adapting the Theory of Planned Behavior of Ajzen, Linan explains that entrepreneurial intentions include three motivational factors affecting the emergence of behavior, which is the attitude towards entrepreneurship, the control of perceived behaviour and also the subjective norms perceived (F. Liñán, 2004).

In addition to the motivational factors, Linan also adds other factors that can affect the intention of an entrepreneurial person. These factors are social and individual environmental factors. Environmental factors include social value and the closest environmental value factor (closer valuation). Further, in his journal, Linan added an entrepreneurial ability factor (entrepreneurial skill) to discuss entrepreneurial intentions. This entrepreneurial ability indicates how much individual self-confidence that he has the level of proficiency needed in relation to entrepreneurship (Francisco Liñán & Chen, 2006).

Entrepreneurial knowledge has a significant positive impact on various proxies for entrepreneurship, including the intention of entrepreneurship, the desires and feasibility of entrepreneurial effort, and the various competencies associated with entrepreneurship. Students who have a background in entrepreneurial learning will have a better entrepreneurial intention than students who do not get entrepreneurial teaching (Athayde, 2009).

Entrepreneurial knowledge is the foundation of entrepreneurial resources contained within individuals (Faria, Sandra Dias, Tiago, Maria,

Fonseca & Fonseca, 2017). In a different reference, Suryana (Suryana, 2012), defines the knowledge of entrepreneurship as a knowledge possessed by someone who is indispensable to produce new products or services, generate new added value, Pioneer new ventures, perform new techniques, and develop new organisations.

Entrepreneurship knowledge belongs to the category of scientific knowledge, because in the process of stacking it using scientific methods, this is as the opinion of Narsito (Suryaman & Karyono, 2018) which essentially states that entrepreneurial knowledge is a discipline that learns the values, abilities and attitudes in the face of various challenges of life. Entrepreneurial knowledge cannot be separated from entrepreneurship education programs.

Knowledge implicitly affects an individual's attitude toward entrepreneurship, which will indirectly encourage the emergence of a desire to become an entrepreneurial (Francisco Liñán & Chen, 2006), thus broad knowledge of entrepreneurship can influence its perception of norms and value systems that live in a community environment so as to overcome the possibility of barriers and social pressures from the surrounding environment, in addition to that extensive knowledge of entrepreneurship can also increase the confidence that the individual concerned can have the ability to become an entrepreneurial success.

In addition to entrepreneurial knowledge, self efficacy is also one of the components of entrepreneurial intention. Self efficacy is a person's self-confidence of its ability to perform actions in order to achieve goals. 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 the development of one's interest. 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 a business.

Self efficacy is part of the social cognitive theory propounded by Bandura. Bandura mentions "perceived self efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments". Based on such quotations self efficacy can be interpreted as a person's belief in his ability to organize and implement actions to achieve the objectives. Further Bandura says that self efficacy is one component of self knowledge of the most influential in daily life – day, all psychological changes are influenced by self efficacy (Bandura et al., 1999).

Reivich and Shatte state that self efficacy is a self-described belief that will solve problems, as well as confidence in self-ability or success (Kurniawan, 2008). According to Alwisol (Alwisol, 2009) Self efficacy is self-assessment, whether it can perform good or bad deeds, right or wrong, can or may not work as required. GIST and Mitchell declare self efficacy can lead to different behaviors among individuals with the same ability as self efficacy affect options, objectives, superior problems, and persistence in attempting (Feist & Feist, 2017).

While Baron and Byrne (Feist & Feist, 2017) state that self efficacy as a person's evaluation of his ability or competence to perform tasks, accomplish goals and overcome obstacles. Woolfolk further (Sarwono, 2010) states generally self efficacy is a person's judgment of oneself or a level of conviction as to how much ability to work on a particular tugs to achieve a certain outcome. When self efficacy high, we feel confident that we can do a certain response to obtain reinforcement, on the contrary, when it is low then we will feel anxious that we are not able to do the response (Rimba et al., 2012).

Further Ajzen (Icek, 2002) explains that self efficacy significantly increases the intention, self-action efficacy contributes additional variance in intention and behavior. Based on the Ajzen research, the study of the theory of Self Efficacy refers to the concept of Self Efficacy of Bandura.

Based on several opinions from experts, Theory of Planned Behaviour is believed to be a good and complex model in explaining the entrepreneurial intention (Wijaya, Bambang, 2013), it is because the Theory of Planned Behaviour expressed interest as the closest antiseden to behavior. According to the Theory of Planned Behaviour, the stronger the intention of a person to do something behavior then the more successful he did it (Pibriana & Ricoida, 2017). On the other hand, other researchers have also assumed that the intention is the best predictor for entrepreneurial behavior (Krueger, 2011), thus it can mean that entrepreneurial intentions are the most sensible basic approach to predicting who will be entrepreneurial in the future (Choo & Wong, 2006).

The research results of the entrepreneurial intention of some researchers still have a difference. The research conducted by Jones et al. (Jones & et al., 2010), shows that knowledge of entrepreneurship is a determinant factor that encourages an individual to choose a career as an entrepreneurial. Meanwhile, in his research, Liñán et al., (Francisco Liñán & Chen, 2006) shows that entrepreneurial knowledge becomes an exogenous variable affecting attitudes, subjective norms, self-efficacy, and entrepreneurial interests itself. The research conducted by Srigustini (Haq & Setiyani, 2016) shows contradictory results, where knowledge has no effect on an individual's entrepreneurial interest.

Based on the results of the previous research it still raises the real question what factors affect entrepreneurial intention. Whether entrepreneurship knowledge and self efficacy have an influence on entrepreneurial intentions. The research aims to test the influence of entrepreneurship knowledge and self efficacy to the students ' entrepreneurial intentions, in addition to the benefits in this study to foster entrepreneurial knowledge and self efficacy so that the interest of entrepreneurial students.

B. METHOD

This research uses the explanatory method of survey, the survey method is the primary data collection method obtained directly from the original. In its implementation use a questionnaire spread taken from a sample in the population. The Data used in this research study was conducted in class XI

in Muhammadiyah 3 Plus High School Bandung, with the number of research samples reaching 30 students from 110 people of existing population. Research explanatory, aiming to see the influence of free variables on variables bound to be taken a conclusion. Statistical data analysis in research uses multiple regression to analyse causal relationships occurring in multiple regression if its free variables affect bound variables. As for those consisting of independent variables, i.e. entrepreneurial knowledge as X_1 and self efficacy variables as X_2 variables, and dependent variables is an entrepreneurial intention as the variable Y .

Techniques used in data collection using the Questionnaire deployment method. The spread of this questionnaire is done with non probability sampling technique which is purposive sampling, this method is data collection by giving questionnaires to students of class XI Muhammadiyah 3 Plus High School Bandung. The linkages between entrepreneurial knowledge, self efficacy and entrepreneurial intention are explained by Figure 1.

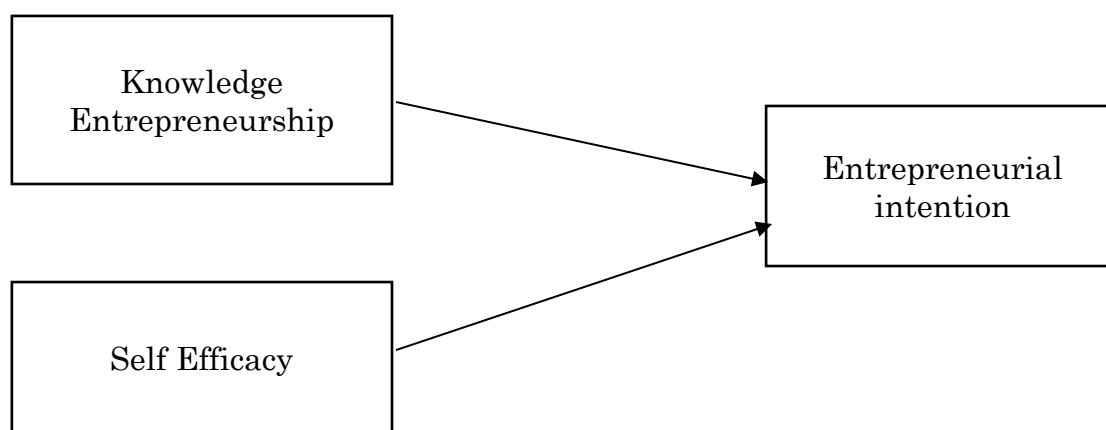


Figure 1. Research model

Based on the above research model, the same is as follows:

$$Y_1 = \rho_{Y_1X_1}X_1 + \rho_{Y_1X_2}X_2 + \epsilon_1$$

Where:

X_1 = Knowledge Entrepreneurship

X_2 = Self Efficacy

Y_1 = Entrepreneurial intention

C. RESULT AND DISCUSSIONS

Regression analysis is used to test the causal relationship between variables, in this case the influence between entrepreneurship and self efficacy knowledge variables towards students' entrepreneurial intentions.

Testing of the assumptions in regression was essentially used to ensure that the acquired regression model could meet the criteria of the BLUE (best linear unbiased estimated), as an unbiased linear model. The Normal P-P plot chart shows that the data spread is around the diagonal line, and the deployment follows the direction of the diagonal line (bottom left up), thereby assuming the Normal data distribution is met. The results of the analysis show that each free variable has a value of variance inflation factor (VIF) less

than 5, thereby it can be stated that the model of a free regression problem multicollinearity.

The results of the analysis to measure the effect between entrepreneurial knowledge, self efficacy and entrepreneurial intentions are explained by Table 1.

Table 1. Multiple regression analysis Results

Model		Coefficients		t	Sig.	
		Unstandardized Coefficients				Standardized Coefficients
		B	Std. Error			
1	(Constant)	1.340	3.535	.379	.307	
	Entrepreneurship Knowledge	.378	.178	.347	.043	
	Self Efficacy	.492	.186	.433	.013	
	F	14.512				
	Sig	.000b				
	Adjusted R Square	.458				

a Dependent Variable: Entrepreneurial Intention

F test result obtained fcount value = 14.512 with significance value 0.000, because the significance value of < 0.05 then can be declared that the regression model can be used to explain the influence of entrepreneurship knowledge and self efficacy against entrepreneurial intention.

The entrepreneurship and self efficacy knowledge variables describe the entrepreneurial intention of 45.8% (Adjusted R Square), while the remaining 54.2% is described by other variables not covered by the model. Based on the results of regression analysis can be known influence of each variable to entrepreneurial intention is as follows.

The results of the analysis obtained the 0.378 regression coefficient value with a significant value of 0.001. Significant value $0.043 < 0.05$ indicates that at a 5% error level, entrepreneurial knowledge has significant effect on entrepreneurial intentions.

The findings in this study are in line with the research results of Aprilianty (Aprilianty, 2013) which shows that there is a positive influence and entrepreneurship knowledge to entrepreneurial intentions. In addition, research conducted by Jones et al., (Jones & et al., 2010) shows that knowledge about entrepreneurship is a determinant factor that encourages an individual to choose a career as an entrepreneurial. In line with the research results from Jones et al., the research results of Liñán et al., also showed that entrepreneurial knowledge is influential towards entrepreneurial intentions.

The results of the analysis obtained the 0.492 regression coefficient value with a significant value of 0.038, a significant value of $0.013 < 0.05$ indicating that at a 5% error level, self-efficacy significantly affect the entrepreneurial intention.

These findings show the similarities with the research results conducted by Srigustini (Haq & Setiyani, 2016) which indicates that the efficacy is positive on entrepreneurial interests. The same thing was also expressed by

Lukmayanti (Lukmayanti, 2012) in his research which shows that there is a significant positive relationship between self-efficacy of entrepreneurial interest. The positive influence of the efficacy of this entrepreneurial interest suggests that one's self-confidence in entrepreneurial activity, greatly affects the interest of the person in entrepreneurial. Conversely, if the belief of self-ability is low, then it will be low interest for entrepreneurship.

Based on the results of a regression analysis it can also be noted that between the two analyzed variables, it turns out that the self efficacy variable that has the greatest influence among the other free variables, shown from the Beta value (standardized coefficient) of 0.433 is the largest value among the other freely variable.

The purpose of this research is to test to test the knowledge of entrepreneurship and self efficacy to entrepreneurial intentions. The analysis tool used is One Way Anova (Test F). Testing criteria If the significance value is $F < 0.05$ then the knowledge variables entrepreneurship and self efficacy significantly affect the entrepreneurial.

Another finding of this research is the knowledge variables of entrepreneurship and self-efficacy influential towards students ' entrepreneurial intentions. This shows that knowledge and self-efficacy will give an indirect experience to a person to have entrepreneurial intentions, because at least one or students have knowledge of how to do business, how to deal with problems in the business, how to market the product or service, how to access the capital and so on..

D. CONCLUTIONS AND SUGGESTIONS

Based on the results of research and discussion that has been displayed, it can be concluded that in this research, knowledge of entrepreneurship, self efficacy, and the intention of entrepreneurial students is good. In addition, there is a partial positive influence between entrepreneurship knowledge variables and self efficacy variables against the students ' entrepreneurial intentions.

Referring to the results of research, ideally high school of always imparts deep entrepreneurial knowledge so that students are increasingly interested and keen on entrepreneurial activity. In addition to learning, the teacher should give tasks that have different levels of difficulty. It aims to make confidence in the ability to improve and trained to follow the development of the business.

ACKNOWLEDGMENT

The author's team thanked the LPPM University of Education in Indonesia that has supported the community's devotion activities so that it is carried out well. As well as for teachers and TU in SMA Plus 3 Bandung who have given permission to do the research.

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