

The Influence of Self-Efficacy and Entrepreneurship Education on Entrepreneurship Interest of Economic Education Students**Putri Jamilatun¹, Dwi Haryanto², Istighfaris Rezki³, Muhammad Jailani⁴, Muhammad Andi Setiawan⁵**^{1,2,3,4,5} Information Technology Education Study Program, Universitas Muhammadiyah Palangkaraya, Central Kalimantan, Indonesia**Research Article****Citation Information:**

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ABSTRACT

The objectives of this study are: (1) Explain the effect of self-efficacy on the entrepreneurial interest of Economic Education students. (2) Explain the influence of entrepreneurship education on the entrepreneurial interest of Economic Education students. (3) Explain the influence of self-efficacy and entrepreneurship education on the entrepreneurial interest of Economic Education students. To achieve the above objectives, a quantitative research approach with a descriptive type of research is used. The instrument used is in the form of a questionnaire, instrument testing uses validity and reliability tests. While the data analysis method uses multiple linear regression, with a total of 98 students. The results of the research that have been carried out can be concluded that: (1) The Self-Efficacy Variable has a t count of 3.375 which is greater than the table t value of 0.67705 with a significance value of 0.001 smaller than 0.05. In accordance with this description, it can be concluded that Self-Efficacy affects Entrepreneurial Interest. (2) The variable of Entrepreneurship Education has a t count of 2.296 which is greater than the table t value of 0.67705 with a significance value of 0.024 smaller than 0.05. In accordance with this description, it can be concluded that Entrepreneurship Education affects Entrepreneurial Interest. (3) The results of the analysis on the third hypothesis test show that the calculated F value has a value of 18.012 where the calculated F value of the variable is greater than the table F which is 3.092 and has a significance probability value of 0.000 where the value is smaller than 0.05.

Keyword: Self-Efficacy, Entrepreneurship, Education, Interest

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Corresponding Author:

Muhammad Jailani

Economic Education Study Program, Universitas Muhammadiyah Palangkaraya, Milono RTA Road, Palangka Raya City, Central Kalimantan Province, Postal Code: 73111, Indonesia.

E-mail: danishjayum006@gmail.com**INTRODUCTION**

Unemployment is a problem that almost occurs in every country, including Indonesia; one way to overcome unemployment in Indonesia is by fostering interest in entrepreneurship. Several factors can influence the emergence of interest in something, which in general can be grouped into two: those that originate from within the individual, such as self-efficacy and the need for achievement. While from outside the individual, such as education, family environment, and community environment. One of them is self-efficacy and entrepreneurship education to foster interest in entrepreneurship. Entering the free market era with characteristics full of competition and opportunities requires the order of people's lives to prepare human resources who can compete for and read opportunities regionally. Facing such social challenges, the orientation of educational policy is to prepare human resources through adjustment efforts, and the ability to compete and cooperate flexibly is the main indicator. Thus the quality of human resources needed in addition to having high knowledge and skills, also a tough mental attitude, especially entrepreneurial mentality.

The Universitas Muhammadiyah Palangkaraya provides a forum that provides opportunities to start a business since the university period is very important; it can be during the course, but more importantly, how the role of the Universitas Muhammadiyah Palangkaraya is in terms of motivating students to join the forum. Because without giving a clear picture

of the benefits of entrepreneurship, no student is likely motivated to deepen their business skills. Therefore, universities also need to know the most dominant factors motivating students in entrepreneurship. Understanding the material in entrepreneurship courses that will be applied when students enter the real business world is expected to be a provision to attract their interest in entrepreneurship independently to create business opportunities by opening jobs for others so that it is not just filling available job vacancies. The success of student learning outcomes measures the achievement of the course's objectives.

Self-efficacy is an individual's belief in the ability to mobilize the motivation, cognitive resources, and actions taken in the situations faced; in other words, self-efficacy is an assessment of his abilities. According to Bandura, self-efficacy is an individual's belief in the ability to perform an expected action. Self-efficacy can affect a person's interest in something they believe in. Opening a business requires confidence in one's abilities so that the business will experience success, which will motivate someone to dare to start a business. If someone does not believe in their abilities, it is unlikely that the person will experience failure in entrepreneurship. Entrepreneurship education can be a tool to create human resources who can develop economic and welfare systems and play an important role in helping reduce unemployment so that people can build economic systems and improve their welfare, which in turn will reduce poverty.

Entrepreneurship education gives individuals entrepreneurial capacity or competence, and educational institutions are the right place to develop entrepreneurship by preparing them for entrepreneurship. Education is the main factor for a person to know something, as well as entrepreneurship education can provide knowledge and ability to someone to entrepreneurship so that the person has capital that can encourage him to open a business and provide knowledge so that; entrepreneurship education is possible to be one way to reduce the number of poverty. According to Lukmayanti (2012), the influence of entrepreneurship education in education is an important factor in growing and developing entrepreneurial spirit and behavior. Entrepreneurship education not only provides a theoretical foundation on the concept of entrepreneurship but shapes an entrepreneur's attitude, behavior, and mindset. To encourage students to be entrepreneurs comes from universities and the surrounding environment, both family and community environments. Entrepreneurial interest is a psychic symptom to focus attention and do something about the entrepreneur with a feeling of pleasure because it benefits himself and others. According to the above understanding, what is meant by entrepreneurial interest is the desire, interest, and willingness of individuals through their ideas to work hard or have a strong will to try to meet their needs without being afraid of the risks that will occur, can accept challenges, are confident, creative, and innovative and have the ability and skills to achieve success. Interest in entrepreneurship is the concentration of attention, desire, interest, and willingness of individuals in the field of entrepreneurship to work hard or be strong-willed to try to meet the needs of life without fear of the risks that will occur and a strong will to learn from failure.

Entrepreneurship will arise when an individual dares to develop new businesses and ideas. At the same time, the entrepreneurial process includes all functions, activities, and actions related to acquiring and creating a business organization. Interest is a driving factor that makes someone more active in working and taking advantage of every opportunity by optimizing the available potential. Interest does not just arise but grows and develops according to the factors that influence it. The study aimed to determine the effect of self-efficacy on the entrepreneurial interest of Economic Education students of the Universitas Muhammadiyah Palangkaraya. To find out the influence of entrepreneurship education on the entrepreneurial interest of Economic Education students of the Universitas Muhammadiyah Palangkaraya.

Self-efficacy is the ability and confidence he has shown in achieving good results. This understanding shows that self-efficacy's influence determines one's achievement success. High self-efficacy will provide initiative and perseverance to improve one's efforts and performance. Low efficacy will reduce one's effort and performance. People with high self-efficacy will think differently and have different attitudes than people with low efficacy. Based on this explanation, it can be concluded that self-efficacy is a person's self-confidence in achieving certain goals. Alwisol (2008), self-efficacy is one's perception of how well one can function in certain situations. Self-efficacy relates to the belief that one can perform expected actions. Confidence in humans depends on the human being, and it can be in the form of confidence to do good or even bad things. Self-efficacy differs from ideals, and goals can be achieved, while self-efficacy is a self-ability assessment. If a person is confident to do something well, they will try to do it as well as possible. Entrepreneurship education makes individuals entrepreneurial capacity or competence, and educational institutions are the right place to develop entrepreneurship by preparing someone to be able to entrepreneurship. Education is the main factor for a person to know something, as well as entrepreneurship education can provide knowledge and ability to someone to

entrepreneurship so that the person has capital that can encourage him to open a business and provide knowledge so that entrepreneurship education possible to be one way to reduce the number of poverty.

Entrepreneurship education can be a tool to create human resources who can develop economic and welfare systems and play an important role in helping reduce unemployment so that people can build economic systems and improve their welfare, which in turn will reduce poverty. According to Suharto Prawirokusumo (1994), entrepreneurship education needs to be taught as a separate independent discipline because: Entrepreneurship is complete and real; that is, there are complete theories, concepts, and scientific methods. Entrepreneurship is a scientific discipline with its own object: the ability to create something new and different. Entrepreneurship is a tool to create equal business and equal distribution of income. Interest in entrepreneurship is the concentration of attention, desire, interest, and willingness of individuals in the field of entrepreneurship to work hard or be strong-willed to try to meet the needs of life without fear of the risks that will occur and a strong will to learn from failure. Entrepreneurial interest is a psychic symptom to focus attention and do something about the entrepreneur with a feeling of pleasure because it benefits himself and others. Entrepreneurial interest is the desire, interest, and willingness of individuals through their ideas to work hard or have a strong will to try to meet their needs without being afraid of the risks that will occur, can accept challenges, are confident, creative, and innovative and have the ability and skills to achieve success. The function and role of entrepreneurship can be seen through two approaches, namely micro, and macro. In micro terms, entrepreneurs have two roles: inventors, innovators, and planners. As an inventor, entrepreneurs invent and create something new, such as products, technologies, ways, ideas, organizations, etc. As a planner, entrepreneurs play a role in designing new actions and businesses, planning new business strategies, planning ideas and opportunities for success, creating new corporate organizations, and others.

Macro-wise, the role of entrepreneurship is to create prosperity, equal distribution of wealth, and employment opportunities that function as engines of the economic growth of a country. Economic education is a science that studies how humans and society choose to use money or not to utilize scarce productive resources to produce various types of training and development of knowledge, skills, skills, character, and others, especially through economic education. Education economics is a concept in education to develop economy-based education, both in the form of education costs and the purpose of education itself can produce economics. Education has an important role in improving human resources. Education fully influences the nation's economic growth. Economic growth is because education will affect productivity and the community's fertility (birth rate). Education makes human resources more quickly understand and ready to face life changes. So, education is generally recognized as an investment in human resources. Education contributes greatly to the development of socio-economic life through increasing knowledge, skills, skills, attitudes, and productivity.

METHOD

The method is very important in research because there is no method and a way or procedure in conducting research that is carried out carefully and critically in finding facts or principles using certain steps. The quantitative data approach is information where research is an investigation or testing of activities to observe an object using certain ways and rules or methodologies to find accurate data on things that can improve the quality of the object observed. The research approach used in this study is using quantitative research. To see the influence of the independent variable on the dependent variable, hypothesis testing is carried out with multiple regression and multiple linear regression analysis. Multiple regression analysis is an extension of the regression technique when there is more than one independent variable and a dependent variable. In this study, the analysis requirements test used a normality test. The normality test aims to test whether, in a regression model, the independent variable, the dependent variable, or both have a normal distribution. A good regression model is a normal or near-normal data distribution. The calculation of the normality test is performed with the help of SPSS computer version 16.0 Windows with P-P test plots. The retrieval guideline for this test is that if the P-P plot is located around the diagonal line, then the data is normally distributed; if the P-P value of the plot deviates far from the diagonal line, then the data is not normally distributed.

RESULTS AND DISCUSSION

The results of this study support the first hypothesis that states the positive influence of Self-Efficacy on Entrepreneurial Interest. Testing the first hypothesis resulted in a regression coefficient value of 0.381. This result shows that if the Self-Efficacy value (X1) increases by 1 unit, then the value of Entrepreneurial Interest in students will increase by 0.381 units.

The Self-Efficacy variable has a calculated t of 3.375, greater than the table t value of 0.67705, with a significance value of 0.001 smaller than 0.05. Following this description, it can be concluded that Self-Efficacy affects Entrepreneurial Interest in Economic Education students of the University of Palangkaraya batch 2018-2020 are accepted. The results of this study support the second hypothesis, which states that entrepreneurship education has a positive influence on Entrepreneurial Interest. Testing the second hypothesis yielded a regression coefficient value of 0.220. This result shows that if the value of Entrepreneurship Education (X_2) increases by 1 unit, then Entrepreneurial Interest in students will increase by 0.220 units. The variable of Entrepreneurship Education has a t count of 2.296, which is greater than the table t value, which is as much as 0.67705, with a significance value of 0.024, smaller than 0.05. Following this description, it can be concluded that Entrepreneurship Education affects Entrepreneurial Interest in Economic Education students of the Universitas Muhammadiyah Palangkaraya batch 2018-2020, so the second hypothesis stating the positive influence of Entrepreneurship Education on Entrepreneurial Interest is accepted.

The results of this study support the third hypothesis, which states that self-efficacy and entrepreneurship education positively influence entrepreneurial interest in Economic Education students of the University of Palangkaraya batch 2018-2020. The results of the analysis on the third hypothesis test show that the calculated F value has a value of 18.012, where the calculated F value of the variable is greater than the table F , which is 3.092, and has a significant probability value of 0.000 where the value is smaller than 0.05. Based on the explanation of the discussion above, it can be concluded that in this study, there is a simultaneous influence between self-efficacy and entrepreneurship education on the entrepreneurial interest of Economic Education students of the Universitas Muhammadiyah Palangkaraya, batch 2018-2020. This research means that the stronger the self-efficacy and entrepreneurship education, the stronger the interest in entrepreneurship. In addition, it is also known that entrepreneurship education has a greater influence on entrepreneurial interest than self-efficacy. Many other variables that affect entrepreneurial interest, such as experience running a business, social environment, etc., were not studied in this study. In this study, researchers have limitations; this study uses questionnaires to obtain data; thus, the data collected only describes students' opinions on Entrepreneurial Interest, so researchers cannot control respondents' answers that do not show the real situation. Questionnaires can bring up the resulting data that has the opportunity for bias, and this is due to differences in perception between researchers and respondents to the questions asked. Biased data will result in research conclusions that are less representative of actual conditions.

CONCLUSION

Based on the elaboration of the results of the analysis and discussion, the following conclusions can be drawn: Testing the first hypothesis resulted in a regression coefficient value of 0.381. This result shows that if the Self-Efficacy value (X_1) increases by 1 unit, then the value of Entrepreneurial Interest in students will increase by 0.381 units. The Self-Efficacy variable has a calculated t of 3.375, greater than the table t value of 0.67705, with a significance value of 0.001 smaller than 0.05. Following this description, it can be concluded that Self-Efficacy affects Entrepreneurial Interest in Economic Education students of the University of Palangkaraya batch 2018-2020 are accepted. Testing the second hypothesis yielded a regression coefficient value of 0.220. This result shows that if the value of Entrepreneurship Education (X_2) increases by 1 unit, then Entrepreneurial Interest in students will increase by 0.220 units. The variable of Entrepreneurship Education has a t count of 2.296, which is greater than the table t value, which is as much as 0.67705, with a significance value of 0.024, smaller than 0.05. Following this description, it can be concluded that Entrepreneurship Education affects Entrepreneurial Interest in Economic Education students of the Universitas Muhammadiyah Palangkaraya batch 2018-2020, so the second hypothesis stating the positive influence of Entrepreneurship Education on Entrepreneurial Interest is accepted. The third hypothesis test states a positive influence of self-efficacy and entrepreneurship education on entrepreneurial interest in Economic Education students of the University of Palangkaraya batch 2018-2020. The results of the analysis on the third hypothesis test show that the calculated F value has a value of 18.012, where the calculated F value of the variable is greater than the table F , which is 3.092, and has a significant probability value of 0.000 where the value is smaller than 0.05.

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Information about the authors:

Putri Jamilatun – Information Technology Education Study Program, Universitas Muhammadiyah Palangkaraya; Palangkaraya, Indonesia. E-mail: Umiumaiyah925@gmail

Dwi Haryanto – Lecturer, Economic Education Study Program, Universitas Muhammadiyah Palangkaraya; Palangkaraya, Indonesia. E-mail: dwharyanto@gmail.com

Istighfaris Rezki – Economic Education Study Program, Universitas Muhammadiyah Palangkaraya, ORCID 0000-0002-7442-5269; Palangkaraya, Indonesia. E-mail: farisfaris1411@gmail.com

Muhammad Jailani – Economic Education Study Program, Universitas Muhammadiyah Palangkaraya, ORCID 0000-0003-0202-3882; Palangkaraya, Indonesia. E-mail: danishjayum006@gmail.com

Muhammad Andi Setiawan – Faculty of Teacher Training and Education, Universitas Muhammadiyah Palangkaraya, ORCID 0000-0001-7678-4057; Palangkaraya, Indonesia. E-mail: andisetiawan@umpr.ac.id