

## **The Effect of Entrepreneurship Education and Self-Efficacy on Students' Entrepreneurial Attitude and Entrepreneurial Intention**

**Martinus Gilbert Ferdianto<sup>1</sup>, Mohammad Annas<sup>2</sup>, Hendy Tannady<sup>3\*</sup>**

Universitas Multimedia Nusantara<sup>1,2</sup>, Universitas Esa Unggul<sup>3</sup>

**Correspondence Email:** [hendy.tannady@esaunggul.ac.id](mailto:hendy.tannady@esaunggul.ac.id)\*

### **Abstract**

Entrepreneurship is an important factor in economic development and economic progress in a country. Students become one of the role holders in making the entrepreneurship. By studying the factors that influence students' attitudes and willingness to innovate and express themselves, they can improve their performance for entrepreneurship. From the perspective of planned behavior theory, it can analyze the influence of entrepreneurship education on students and student self-efficacy on students' attitudes and interests in entrepreneurship. This study used a sample of 166 students in DKI Jakarta by distributing questionnaires in the form of a Google form, which later the data obtained would be tested for hypotheses and the results obtained. First, entrepreneurship education for students has a significant positive effect on entrepreneurial intentions, but has no effect on students' entrepreneurial attitudes. Student self-efficacy has a significant positive effect on entrepreneurial attitudes and entrepreneurial intentions of students.

**Keywords:** entrepreneurship education, self-efficacy, entrepreneurial attitude, entrepreneurial intention, students.

### **INTRODUCTION**

Currently, the ratio of entrepreneurs in Indonesia is still very small when compared to countries in the world in the Southeast Asian region. The ratio of the number of entrepreneurs in Indonesia is only 3.47%, or approximately only 9 million people from the total population of Indonesia who do this entrepreneurship. Although this figure has increased from 2016, which was only 3.16%, this increase is still lower than countries in Southeast Asia (Atrup et al., 2023). The Indonesian Young Entrepreneurs Association (HIPMI) also responded that Indonesia still really needs new entrepreneurs as many as 14% of the population so that Indonesia can become a developed country. HIPMI is an organization that has been established for 50 years, HIPMI is intended to produce young entrepreneurs who are prepared to become young leaders. In 2018, there was a survey conducted by databoks, based on the survey, Indonesia was ranked second lowest in the field of entrepreneurship in 2018. The value obtained by Indonesia was only 0.7 out of 10, the higher the value obtained, the higher the level of entrepreneurship in the country (Gadzali et al., 2023). This indicator is measured by the ease of accessing or connecting to the world, workforce skills, innovative, transparent business, entrepreneurship, easy access to capital, technological capabilities, adequate infrastructure, educated society, and good legal structure. From US News and World Report data in the 2019 Best Countries article, it shows that Indonesian entrepreneurship is ranked 50th out of 80 countries surveyed (Harahap et al., 2023). At the Southeast Asian level or abbreviated as ASEAN, Indonesia is in second lowest position with the Philippines with a

score of 0.7. The closer the value is to 0, it indicates the poor dimension of entrepreneurship in a country.

The low ranking of Indonesian entrepreneurship is due to the low scores obtained by Indonesia on all the indicators mentioned above. Indonesia's weaknesses are in the indicator of a good legal structure with a score of only 0.3 and an educated society with a score of only 0.4. In addition, technological capabilities are also an obstacle for Indonesia to enlarge or improve the conditions of entrepreneurship in Indonesia, therefore technological capabilities only get a score of 0.5. And the last is infrastructure and ease of obtaining capital is also a concern because it is in the 4th lowest position with a score of 0.6 (Prastawa & Akhyar, 2020; Nurimansjah et al., 2023). The purpose of this study is to test and analyze the influence of entrepreneur education on entrepreneurial attitude, the influence of self-efficacy on entrepreneurial attitude, the influence of entrepreneur education on entrepreneurial intention and the influence of self-efficacy on entrepreneurial intention of students.

## METHOD

The researcher used a non-probability sampling method because the sampling was not selected randomly, but was in accordance with the needs of the researcher, namely male and female students in West Jakarta, the type of sampling used was convenience sampling because the data collection was in accordance with the needs of the researcher. The guide for measuring the samples taken can be determined by multiplying the number of variables by 5 per variable, so the researcher has 4 variables which have a total of 20 indicators, then 5 is multiplied by the total indicator, which is 20, so that the respondents needed are 100 respondents. Entrepreneurial attitude can be described by individuals having an attitude to become their own business owners, individuals having an attitude of wanting to have flexible working hours, individuals having an attitude of wanting to follow all entrepreneurial activities, and individuals having an attitude of working hard to start and develop their business. Entrepreneurial intention can be described as individuals having the readiness to do anything to become entrepreneurs, individuals having a life goal to become entrepreneurs, individuals having the intention to make every effort to start and run a company, individuals having the determination to create a business in the future, individuals having seriously thought about starting a business, and individuals having the intention to start a company within 5 years after graduation and making entrepreneurship a career choice. This variable will show how influential the independent variables are, these variables will later be measured using a Likert scale of 1 to 5.

## RESULT AND DISCUSSION

The hypothesis in this study is that entrepreneurial education (EE) does not have a significant effect on entrepreneurial attitude (EA), because if you look at the table above, it is known that the significance of the entrepreneurial education (EE) variable is 0.81 or  $> 0.05$ . In addition, the calculated  $t$  is 1.758 or  $< 1.975$ . So it can be concluded that there is a significant influence between entrepreneurial education (EE) and entrepreneurial attitude (EA). The hypothesis in this study is that self-efficacy (SE) has a positive effect on entrepreneurial attitude (EA), because if you look at the table above, it is known that the significance of the self-efficacy (SE) variable is 0.001 or  $< 0.05$ . In addition, the calculated  $t$  is 9.836 or  $> 1.975$ . So it can be concluded that there is a positive influence between self-efficacy (SE) and entrepreneurial attitude (EA). Based on the table above, the researcher has conducted an analysis test for partial multiple regression using the criteria if the significance of  $t < 0.05$  and the calculated  $t$  value  $> 1.975$ , it can be concluded that there is an influence between the dependent and independent variables. Likewise, if the significance value of  $t > 0.05$  and the

calculated t value  $<1.975$ , it can be concluded that there is no influence between the dependent and independent variables. The hypothesis in this study is that entrepreneurial education (EE) has a positive effect on entrepreneurial intention (EI), because if you look at the table above, it is known that the significance of the entrepreneurial education (EE) variable is 0.001 or  $<0.05$ . In addition, the calculated t is 3.770 or  $>1.975$ . So it can be concluded that there is a positive influence between entrepreneurial education (EE) and entrepreneurial intention (EI). The hypothesis in this study is that self-efficacy (SE) has a positive effect on entrepreneurial intention (EI), because if you look at the table above, it is known that the significance of the self-efficacy (SE) variable is 0.001 or  $<0.05$ . In addition, the calculated t is 11.272 or  $>1.975$ . So it can be concluded that there is a positive influence between self-efficacy (SE) on entrepreneurial intention (EI). The coefficient of determination obtained is 0.579 so it can be concluded that the magnitude of the influence of the entrepreneurial education and self-efficacy variables on the entrepreneurial attitude variable is 57.9%. So the remaining 42.1% is influenced by other variables outside the variables that are not examined in this study. researchers have conducted a determination coefficient test, if the R Square value criteria are small, it means that the ability of the independent variable is very limited in working on variations of the dependent variable. If the R Square value is close to 1, it means that the ability of the independent variable is unlimited and provides almost all the information to predict variations of the dependent variable. So by looking at the table above, it can be seen that the coefficient of determination obtained is 0.688 so it can be concluded that the magnitude of the influence of the entrepreneurial education and self-efficacy variables on the entrepreneurial intention variable is 68.8%. So the remaining 31.2% is influenced by other variables outside the variables that are not examined in this study.

Based on the results of data processing tests by researchers in this study using the SPSS version 26 application. It can be seen from the overall data of the variables studied, there is 1 variable that has a positive and significant effect on the dependent variable entrepreneurial attitude and 2 variables that have a positive and significant effect on the dependent variable entrepreneurial intention. Therefore, the results can be drawn a discussion about this study. In the first hypothesis, the entrepreneurial education variable (X1) has a negative effect on entrepreneurial attitude (Y1). The results of this study indicate that the significance value of the entrepreneurial education variable is 0.81 or  $>0.05$  so that it can be concluded that there is no influence between the entrepreneurial education variable and the entrepreneurial attitude variable in students in DKI Jakarta. So this shows that entrepreneurial education does not affect the attitude of students to become entrepreneurs in DKI Jakarta (Hendratni et al., 2024; Judijanto et al., 2023; Tannady & Dewi, 2024). In the second hypothesis, the self-efficacy variable (X2) has a positive effect on entrepreneurial attitude (Y1). The results of this study indicate that the significance value of the self-efficacy variable is 0.001 or  $<0.05$  so that it can be concluded that there is an influence between the self-efficacy variable and the entrepreneurial attitude variable in students in DKI Jakarta (Annas et al., 2023; Arioseno et al., 2023). So this shows that the higher the level of self-efficacy, the higher the attitude of students to become entrepreneurs in DKI Jakarta. In the third hypothesis, the entrepreneurial education variable (X1) has a positive effect on entrepreneurial intention (Y2). The results of this study indicate that the significance value of the entrepreneurial education variable is 0.001 or  $<0.05$ , so it can be concluded that there is an influence between the entrepreneurial education variable and the entrepreneurial intention variable in students in DKI Jakarta (Prastawa & Marbun, 2024; Wahana & Rukmana, 2023). So this shows that the higher the level of entrepreneurial education, the higher the interest of students to become entrepreneurs in DKI Jakarta. In the fourth hypothesis, the self-efficacy variable (X2) has a positive effect on entrepreneurial intention (Y2). The results of this study indicate that the significance value of

the self-efficacy variable is 0.001 or  $<0.05$ , so it can be concluded that there is an influence between the self-efficacy variable and the entrepreneurial intention variable in students in DKI Jakarta. So this shows that the higher the level of self-efficacy, the higher the interest of students to become entrepreneurs in DKI Jakarta (Fkun et al., 2023; Manafe et al., 2023).

## CONCLUSION

Universities in DKI Jakarta can create and make changes to the learning system where from only learning about entrepreneurial theories, to learning theory, practice and going to the field which is the main focus, this aims to make students understand the conditions in the field around them and make it easier for students to adapt to real-world practices compared to just studying theory. The government should pay more attention to universities, especially to their students by providing facilities to improve their attitudes, interests and entrepreneurial spirit, by holding seminars, exhibitions related to entrepreneurship, or even capital assistance for students who have very good, realistic and executable business ideas. This can certainly make it easier for students to find a place for them to develop their business ideas because there are many facilities to develop their business ideas, so it is expected to improve students' attitudes and interests in entrepreneurship. With the high level of entrepreneurship in Indonesia, it will also help the government in reducing the unemployment rate in Indonesia, and these young entrepreneurs can also help the government in improving the country's economy. The government should provide real actions in helping to provide capital or funds to MSMEs in the regions, this aims to foster a sense of trust in the surrounding community or people to be able to start a business by utilizing the resources around them (natural and human). The Indonesian government must be able to see opportunities that can improve the economy of the country of Indonesia.

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