



Student Entrepreneurial Interests that are influenced by Income Expectations, Entrepreneurship Education, and Self Efficacy

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Abstract

Entrepreneurial interest is an indispensable thing for every individual in this era. Entrepreneurial interest to be realized is influenced by various factors such as Entrepreneurship Education, Self-Efficiency, and Income Expectations. Because the presence of entrepreneurial interest will be able to reduce the impact of social inequality in society and can reduce poverty. Then the purpose of this study is to determine the entrepreneurial interest of students who are influenced by Expectations of Income, Entrepreneurship Education and Self-Efficiency. The methodology of this research is quantitative research by involving 137 students taken by purposive sampling technique. Data analysis method with multiple linear regression. The research results are as follows: (1) Income Expectation has a positive effect on entrepreneurial interest, (2) Entrepreneurship Education has a positive effect on interest in entrepreneurship, (3) Self Efficacy has a positive effect on entrepreneurial interest, (4) Income expectations, entrepreneurship education, and self-efficacy together affect entrepreneurial interest by 57.2% and by 42.8% influenced by variables outside the study.

Keywords: *Income Expectations; Entrepreneurship Education; Self Efficacy; Interest of Entrepreneurship*

JEL Classifications: E22, I2, I3, M21, O1

Introduction

In the era of the industrial revolution 4.0 and society 5.0 as it is today, the interest in entrepreneurship of every individual or group of people is needed by a country. Where a country that has many entrepreneurs will have an impact on reducing unemployment in that country. Based on data from the *Badan Pusat Statistik (BPS) Indonesia* (2019) the Open Unemployment Rate in February 2019 was 5.01% of 196.46 million working-age population or there was around 9.84 million population.

With the high unemployment rate in a country, it will also have an impact on the number of poor people. Based on data from the *Badan Pusat Statistik (BPS) Indonesia* (2019) the number of poor people in March 2019 amounted to 25.14 million people. Where the poverty line was recorded at Rp.425,250, -

/capita/month with the composition of the food poverty line of 73.66% and the non-food poverty line of 26.34%.

Based on data known that the poverty and unemployment rates found in Indonesia are still very high. This proves that Indonesia needs entrepreneurs engaged in Micro, Small and Medium Enterprises (MSMEs) to Large Enterprises (UB) for economic growth. Where based on data from the Kementerian Koperasi dan UKM Indonesia (2018) the number of MSMEs is 99.99%, namely 62,922,617 units, capable of absorbing 116,673,416 people, and contributing to the National Gross Domestic Product (GDP) based on price basis applies for 7,704,635.9 billion or 60.00% of the total National GDP.

The role of entrepreneurs engaged in UMKM and UB in Indonesia is very important for economic growth to reduce poverty. This is in line with what was found by Efendi et al., (2019) where economic growth has a positive influence on poverty levels. Therefore, a country must foster the nature of entrepreneurial interest so that it is brave to make entrepreneurial decisions.

One of the decisions about entrepreneurial interest is influenced by entrepreneurial competence and Self-Efficiency (Ngestiningrum et al, 2019). According to Setiawan and Sukanti, (2016), someone decides to be entrepreneurial because of the influence of income, environmental, and entrepreneurship education factors. Whereas Alfiyan et al. (2019) found that entrepreneurial interest was also influenced by entrepreneurship education.

Based on the phenomena and findings it can be seen that interest in entrepreneurship is influenced by various factors, namely entrepreneurship education, self-efficacy, and income expectations. The purpose of this study was to determine student entrepreneurial interest influenced by income expectations, entrepreneurship education, and self-efficacy. So that it can contribute to the knowledge and decision making by the government to make a policy for the achievement of economic growth and a healthy society so that social inequality does not happen again.

Entrepreneurship Interest

Entrepreneurial interest is the choice of a person's activity because they are interested, happy, and desiring to be entrepreneurial and dare to take risks to achieve success (Herlambang, 2018). According to Winkel and Srihastuti, (2004) interest is a tendency in a person to feel attracted to a particular field and feel happy to be involved in various activities. It can be concluded that the interest in entrepreneurship as a desire in a person to try optimally to open a business by obtaining the desired income according to the purpose.

The factors that influence entrepreneurial interest according to Suryana (2001), are divided into two, namely internal and external. Internal factors include (1) Need for Achievement, (2) Place of supervision, (3) The need for freedom, (4) Experience, while external factors include: (1) Family environment, (2) Playing environment, (3) Education. Meanwhile, according to Alma (2013: 11), the factors that influence entrepreneurial interest include (1) Personal Factors, (2) Environmental Factors, (3) Sociological Factors. Indicators of entrepreneurial interest include (1) Confidence, (2) Soul leadership, (3) Creative and Innovative, (4) Mandiri, (5) Effective and efficient (Herlambang, 2018). While according to Setiawan and Sukanti (2016) indicators of entrepreneurial interest are as follows: (1) Glad to be an entrepreneur, (2) Not dependent on others, and (3) It can help the social environment.

Entrepreneurship Education

Entrepreneurship Education is one of the educational programs that apply aspects of entrepreneurship as an important part of the transfer of students' knowledge. entrepreneurship education is expected to be an added value for students related to their role in life and when faced with duties and responsibilities (Saroni, 2012: 45). It can be concluded that entrepreneurship education is a learning process to change the attitudes and mindsets of students towards entrepreneurial career selection.

The goals of entrepreneurship education include (1) Understand what is the role of companies in the economic system, (2) Advantages and disadvantages of various forms of the company, (3) Knowing the characteristics and processes of entrepreneurship, (4) Understand the product planning and product development process, (5) Being able to identify business opportunities and create, (6) creativity and forming a cooperative organization, (7) Able to identify and search for sources, (8) Understand the basics of marketing, financial, organization, production, (9) Able to lead a business and face future challenges. The indicators of entrepreneurship education according to Syaifudin (2016: 25) are as follows: (1) Curriculum, (2) Quality of educators, (3) Teaching and learning facilities.

Self-Efficacy

Self-efficacy is the self-confidence that someone has that he or she is able to complete tasks effectively and efficiently so that it refers to one's self-confidence to be able to do what he wants (Priyadiyanto and Amboningtyas, 2017). According to Cullen et al (2010), self-efficacy is self-confidence to know its ability so that it can exercise control over a certain action. Meanwhile, according to Ormrod et al, (2006) self-efficacy is a person's assessment of his own ability to achieve certain targets. It can be concluded that self-efficacy is a belief in a person to run and manage something to achieve maximum results.

Self-efficacy has four sources according to Mostopha, (2014: 28), namely: (1) Master Experience, (2) Vicarious Experience, (3) Social Persuasion, (4) Arousal. As for the differences in self-efficacy in each individual lies in three components, namely: (1) The level of difficulty of the task, (2) Strength of belief, (3) Generality.

Revenue Expectations

Expectations come from origin Expectations come from English, namely expectation or expectancy which when translated directly into Indonesian will mean expectations or levels of expectation. According to the Indonesian Big Dictionary of KBBI (2019) expectation means hope. If related to the economic context, expectations are more interpreted as expectations about productivity.

While income is the gross inflow of economic benefits arising from an entity's normal activities in a period if the inflows result in an increase in equity, which does not originate from investment contributions (PSAK, 2009: 3). It can be concluded that income expectations are the expectations of someone to get reciprocity in the form of material. The indicators of income expectations according to Setiawan and Sukanti (2016), as follows: (1) High income, (2) Unlimited income.

Research Framework and Hypothesis

Entrepreneurial Interests that Are Influenced Revenue Expectations

Income factor is important for someone to be an entrepreneur, income is used to meet daily needs in life. Research conducted by Setiawan and Sukanti (2016) found that income expectations had a positive effect on entrepreneurial interest. Research conducted by Azzam (2016) found that income expectations had a positive effect on entrepreneurial interest, and research conducted by Santosa (2016) found that income expectations had a positive effect on entrepreneurial interest. So it can be concluded that income expectations have a positive influence on entrepreneurial interest.

H₁: Income expectations have a positive effect on entrepreneurial interest.

Entrepreneurial Interest Influenced by Entrepreneurship Education

Education influences a person to choose and decide on a profession. Research conducted by Setiawan and Sukanti (2016) found that entrepreneurship education had a positive effect on interest in entrepreneurship. Research conducted by Utami and Sari (2017) entrepreneurship education has a positive effect on interest in entrepreneurship. Whereas Research conducted by Azzam (2016) found that entrepreneurship education had a positive effect on entrepreneurial interest and research conducted by Santosa (2016) found that entrepreneurship education had an influence on entrepreneurial interest. So it can be concluded that entrepreneurship education has a positive influence on entrepreneurial interest.

H₂: entrepreneurship education has a positive effect on interest in entrepreneurship

Entrepreneurial Interest Influenced by Self-Efficacy

The research conducted by Farida and Nurkhin (2016) found that self-efficacy positively influences entrepreneurial interest. Research conducted by Adnyana and Purnami (2016) found that self-efficacy has a positive and significant effect on interest in entrepreneurship. Whereas research conducted by Astri and Latifah (2017) found that self-efficacy had a positive and significant effect on interest in entrepreneurship. So it can be concluded that self-efficacy has a positive effect on entrepreneurial interest.

H₃: Self Efficacy has a positive effect on entrepreneurial interest

Based on various theoretical explanations, research findings, and the development of hypotheses regarding income expectations, entrepreneurship education, and self-efficacy towards entrepreneurial interest. Then the research framework is shown in Figure 1.

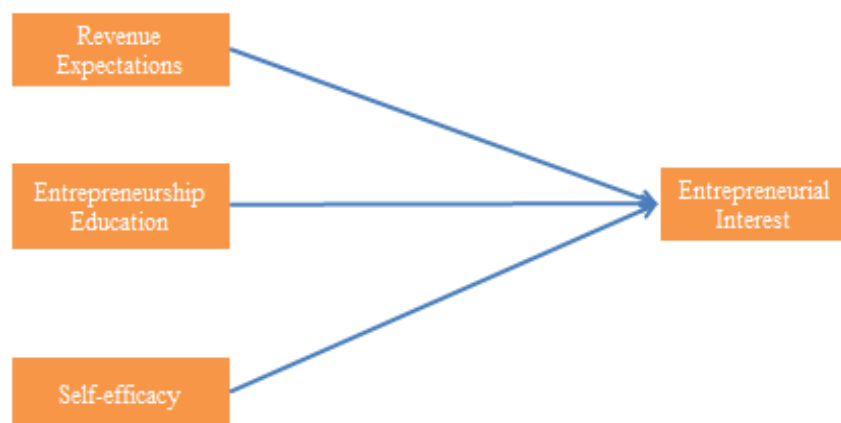


Figure 1. Research Framework

Methodology

This research is a quantitative study, quantitative research is a study that uses numbers as a tool to analyze the data you want to know (Dörnyei, 2007). Data analysis in this study uses multiple linear regression. Population data in this study were students of the faculty of economics 2016, 2017 and 2018 Muhammadiyah Bengkulu University. The sampling technique used is purposive sampling, purposive sampling is a sampling technique with certain considerations (Sugiyono, 2015: 124). The distribution of research samples can be seen in Table 1.

Table 1. Distribution of research samples

Year	Population	Sample
2016	51	51
2017	46	46
2018	40	40
Total	137	137

Source: Primary data processed

Result

Table 2 shows the result of the regression analysis of research data, with the results of the study.

Table 2. Results of Regression Analysis

Variable	Koef. Regression (B)	T Statistic	Sig.
Revenue Expectations	0.632	6.402	0.000
Entrepreneurship Education	0.201	1.973	0.051
Self-efficacy	0.511	4.174	0.000
Constant	-5.988		
R	0.756		
R ²	0.572		
F Statistic	59.144		
Sig.	0.000		

Source: Primary data processed

Entrepreneurial Interests that Are Influenced Revenue Expectations

Based on the results of the regression analysis of Revenue Expectations partially in influencing student interest in entrepreneurship the regression coefficient value of 0.632 is shown. At a significance level of 5%, it is known that the t value of 6.402 with a significance of 0.000. With this result, the first hypothesis is accepted that income expectations positively influence entrepreneurial interest.

Entrepreneurial Interest Influenced by Entrepreneurship Education

Based on the results of a regression analysis of entrepreneurship education partially in influencing entrepreneurial interest in college students, the regression coefficient value is 0.201. At a significance level of 5%, it is known that the t value of 1.973 with a significance of 0.051. With this result, the second hypothesis is accepted that entrepreneurship education positively influences entrepreneurial interest.

Entrepreneurial Interest Influenced by Self-Efficacy

Based on the results of a self-efficacy regression analysis partially in influencing entrepreneurial interest in college students, the regression coefficient value of 0.511 is shown. At a significance level of 5%, it is known that the t value of 4.174 with a significance of 0.000. With this result, the third hypothesis is accepted that entrepreneurship education positively and significantly influences entrepreneurial interest.

R Square Determination Coefficient (R²)

The coefficient of determination of R Square is used to indicate how much percentage of the variable income expectations, entrepreneurship education, and self-efficacy together in influencing student entrepreneurial intention variables. The results of multiple regression analysis showed that the coefficient of determination R² has a value of 0.572 or it can be said that 57.2% of student entrepreneurial intentions are influenced by variables of income expectations, entrepreneurship education, and self-efficacy. While the remaining 42.8% is influenced by other variables not included in this study

Discussion

Entrepreneurial Interests that Are Influenced Revenue Expectations

Based on the results of the research that has been analyzed there is a positive and significant effect that income expectations on entrepreneurial interest. This is indicated by the regression coefficient value of 0.632. At a significance level of 5%, it is known that the t value of 6.402 with a significance of 0.000. It can be concluded that the higher the income expectations, the higher the student entrepreneurship will be. Conversely the lower the expectations of student income, the lower the interest in entrepreneurship.

Based on the results of this study are supported by the results of the research of Setiawan and Sukanti (2016) who found that income expectations had a positive effect on entrepreneurial interest. Subsequent research conducted by Azzam (2016) found that income expectations had a positive effect on entrepreneurial interest, and another study conducted by Santosa (2016) found that income expectations had a positive effect on entrepreneurial interest.

Entrepreneurial Interest Influenced by Entrepreneurship Education

Based on the results of the research that has been analyzed there is a positive effect that entrepreneurship education has on entrepreneurial interest. This is indicated by the regression coefficient value of 0.201. At a significance level of 5%, it is known that the t value of 1.973 with a significance of 0.051. It can be concluded that the higher the entrepreneurship education, the higher the entrepreneurship students will be. Conversely the lower the entrepreneurial education of students, the lower the interest in entrepreneurship.

The results of this study indicate that education has a role in someone's interest, so it is supported by the research of Setiawan and Sukanti (2016) who found that entrepreneurship education has a positive effect on entrepreneurial interests. The second study conducted by Utami and Sari (2017) entrepreneurship education has a positive effect on entrepreneurial interest. While further research conducted by Azzam (2016) found that entrepreneurship education had a positive effect on entrepreneurial interest and the latest study by Santosa (2016) found that entrepreneurship education had an influence on entrepreneurial interest.

Entrepreneurial Interest Influenced by Self-Efficacy

Based on the results of research that has been analyzed there is a positive influence that self-efficacy on entrepreneurial interest. This is indicated by the regression coefficient value of 0.511. At a significance level of 5%, it is known that the t value of 4.174 with a significance of 0.000. It can be concluded that the higher the self-efficacy, the higher the student entrepreneurship will be. Conversely the lower the self-efficacy of students, the lower the interest in entrepreneurship.

The results of the study are consistent with the results of research conducted by Farida and Nurkhin (2016) finding that self-efficacy has a positive effect on interest in entrepreneurship. The second study conducted by Adnyana and Purnami (2016) found that self-efficacy had a positive and significant effect on interest in entrepreneurship. Other research conducted by Astri and Latifah (2017) found that self-efficacy had a positive and significant effect on entrepreneurial interest.

R Square Determination Coefficient (R²)

The results showed that there was a significant influence on student entrepreneurial interest influenced by variables of income expectations, entrepreneurship education, and self-efficacy. This is indicated by the results of the test results with the F test that obtained the calculated F value of 59,144 with a significance value of F of 0,000 or $F < 0.05$. The coefficient of determination of R Square is used to indicate how much percentage of the variable income expectations, entrepreneurship education, and self-efficacy together in influencing student entrepreneurial intention variables. The results of multiple regression analysis showed that the coefficient of determination R² has a value of 0.572 or it can be said that 57.2% of student entrepreneurial interest is influenced by variables of income expectations, entrepreneurship education, and self-efficacy. While the remaining 42.8% is influenced by other variables not included in this study

Conclusion

Based on the results and discussion in research, we can conclude that; (1) Income Expectation has a positive effect on entrepreneurial interest, (2) Entrepreneurship Education has a positive effect on

interest in entrepreneurship, (3) Self Efficacy has a positive effect on entrepreneurial interest, (4) Income expectations, entrepreneurship education, and self-efficacy together affect entrepreneurial interest by 57.2% and by 42.8% influenced by variables outside the study. Together with the limitations of this research, it can be a reference material for future research in the future.

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