



The Role of Entrepreneurship Education Seeking to Influence Entrepreneurial Intentions

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Abstract

The effort to understand the various factors that can be an antecedent of entrepreneurial intentions is important to implement to develop entrepreneurship in higher education. The importance of the existence of entrepreneurship today is one of the important elements to help economic development that can be utilized to help overcome the problem of the gap between employment opportunities and the availability of job opportunities. The purpose of this study was to examine the role of entrepreneurship education on entrepreneurial intentions assisted by self-efficacy. This type of research is descriptive quantitative with a survey approach. The implementation is in the form of giving a Likert scale evaluation questionnaire to 326 undergraduate students at Sebelas Maret University. A structured questionnaire was used for data collection. The study was analyzed by testing the meaning in the regression test assisted by the SPSS program. The results obtained from the collected data indicate that entrepreneurship education directly or indirectly has a role to influence entrepreneurial intentions through self-efficacy. This shows that for someone who wants to develop the intention to start a business it will be more likely to happen when they get hands-on learning and introduction to business knowledge, especially with the mentoring system. In addition, confidence in the ability of the experience gained.

Keywords: *Self-Efficacy; Entrepreneurship Education; Entrepreneurial Intention*

Introduction

Currently, various countries in the world have placed entrepreneurship as an important attribute in the dynamics of the modern economy. This is because entrepreneurship is the main source of new job creation that can affect poverty alleviation (Ali and Yousuf 2019). Mayer, (2014) mentions in his research that in the case of unemployment that occurs in higher education graduates can be overcome through entrepreneurship development programs that can create a culture to become entrepreneurs. This will have an impact besides reducing youth unemployment in developing countries, it can also increase economic development.

According to McKeever, Anderson, and Jack (2014) mentions entrepreneurial activity is a social process that is embedded in a network of interpersonal relationships through social interaction which then this social network helps by supporting the efforts made by prospective entrepreneurs in starting new

businesses by providing various facilities and helping improve their business performance. The emergence of the creation of this new business can occur due to the intention to become an entrepreneur. Therefore, entrepreneurial activity can be considered as an entrepreneurial behavior that has been deliberately planned. However, what is happening today is that entrepreneurial resources are still scarce. Nolan (2003) mentions, in 2001 the number of entrepreneurial resources currently available is no more than 10% of the OECD adult population. Therefore, it is still important to promote entrepreneurship to help sustain economic development and job creation.

Currently, many have mentioned that entrepreneurship education, in particular, is one of the important instruments for improving one's entrepreneurial attitude towards entrepreneurship education. Thus, educational initiatives are considered very good and promising when used to increase entrepreneurial potential (meaning to make more people who are aware of and interested in the choice of one of these careers) and new entrepreneurs (to make more people try new business establishments). (Liñán, Rodríguez-Cohard, and Rueda-Cantuche 2011). Entrepreneurship education is considered to be one of the key factors that have a major influence on entrepreneurial attitudes (Wang & Wong, 2004).

Entrepreneurship education is an educational program that works on the entrepreneurial aspect as an important part of equipping students with competencies because entrepreneurship education will be able to form a mindset, attitude, and behavior to become a true entrepreneur (entrepreneur). Thus, directing students to choose entrepreneurship as a career choice (Budi et al. 2012). This is in line with the opinion of Izedonmi and Okafor, (2010), which states that entrepreneurship education is designed to instill the competencies, skills, and values needed in recognizing business opportunities, organizing, and starting new ventures. Entrepreneurship education aims to increase the knowledge, skills, and practical experience needed for the entrepreneurial process that can increase interest in entrepreneurship.

In addition, efforts to develop entrepreneurial intentions also require self-confidence or commonly called self-efficacy. Someone who introduced self-efficacy is Albert Bandura According to Bandura (1997), self-efficacy is a sense of trust or confidence in a person that one of the skills he has can be used to perform certain actions. This self-efficacy is needed because it relates to the individual's confidence in his abilities, as a control on all events that will influence his life and strengthens the individual to be able to solve existing problems. (Zuliato, 2014). according to Luthans & Ibrayeva, (2006), Silvia & Hapuk, (2019) suggested that self-efficacy has a direct and mediating effect on entrepreneurial intentions.

Increasing entrepreneurial intentions through entrepreneurship education will help provide knowledge to start entrepreneurship and the presence of self-efficacy gives the confidence to start a business. So this study seeks to explain the role of entrepreneurship education in encouraging entrepreneurial intentions at one of the universities in Indonesia. This type of research is very important in guiding the development and implementation of policies that can stimulate entrepreneurial activity for higher education graduates. The purpose of this study was to determine the direct or indirect relationship between entrepreneurship education and student self-efficacy in the last year on entrepreneurial intentions.

Efforts to increase entrepreneurial intentions can be influenced by a person's external and internal factors. Entrepreneurship education is an external factor that can affect entrepreneurial intentions (Karimi, Biemans, Lans, Chizari, & Mulder, 2016). Entrepreneurship education is an environment that can help in obtaining initial knowledge to start entrepreneurship. New entrepreneurs often feel unable to realize business ideas because of concerns and incompetence. Through entrepreneurial knowledge will help provide a simulation with learning from the process of receiving information.

H1: Entrepreneurship education has a direct effect on entrepreneurial intentions.

Self-efficacy is a person's belief in his ability to do something he wants, the belief to be able to be an entrepreneur requires knowledge of entrepreneurship. Entrepreneurship education is one part of environmental factors, where environmental factors play a role in increasing self-efficacy (Sari & Riau, 2020). Entrepreneurship education also helps provide knowledge about strategies to find opportunities and how to maintain a business to create confidence to be able to start a business. Through the above information raises the suspicion that entrepreneurship education has a direct effect on student self-efficacy.

H2: Entrepreneurship education has a direct effect on self-efficacy

Self-efficacy is an intrinsic factor that can affect interest in entrepreneurship. Self-efficacy is a person's belief in his ability to complete the work or task assigned to him. A person's perception of self-efficacy has a strong influence on their actions and how knowledge, skills will be used. Self-efficacy will encourage a person's performance in various fields including the interest in entrepreneurship. according to (Farida and Nurkhin 2016) states, self-efficacy influences interest in entrepreneurship.

H3: Self-efficacy has a direct effect on entrepreneurial intentions

Entrepreneurial intention is the impetus for every individual to start entrepreneurship. Self-efficacy provides confidence and determination and eliminates worry about risks in entrepreneurship. The confidence that individuals have for entrepreneurship can be seen from the level of readiness for planning the business to be run. Social capital provides understanding and support indirectly through observation and mutual care through achieving goals. Through the information above, it is suspected that social capital will affect entrepreneurial intentions through self-efficacy.

H4: social capital has an indirect effect on entrepreneurial intentions.

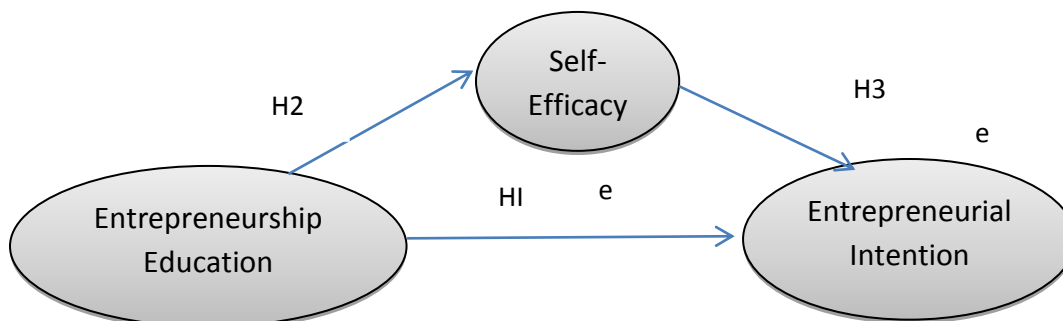


Figure 1. Thinking Framework

Research Method

This type of research in terms of objectives is classified as hypothesis-testing research and the approach used is quantitative. because it uses statistical analysis. Based on this approach, this research uses an investigative approach. Creswell, (2014) describes that in survey research methods can describe quantitatively (numbers) several tendencies, behaviors, or opinions of a population by examining a sample of the population. The population of this research is the students of the Sebelas Maret university study program who have received entrepreneurship learning. The total population is 1765 students. Calculation of the sample using the Slovin formula so that the final sample of this study was obtained as many as 326 respondents.

The sampling technique uses a random sampling technique with proportional stratified sampling or often referred to as proportionate stratified random sampling, namely sampling by providing equal opportunities to each member of the population to be sampled. The questionnaire or questionnaire used uses scoring criteria of 1-5 to strongly disagree to strongly agree. Based on what was explained by Sugiyono (2014), The use of variables in this study consisted of 3 variables, namely independent, dependent and intervening variables. the independent variable is entrepreneurship education. and the dependent variable is represented by entrepreneurial intentions, and the intervening variable used is the role of self-efficacy.

Results and Discussion

Testing was conducted for quality on the instrumental side of the study, using confirmatory factor analysis (CFA). This usage aims to validate elements indicators that represent the latent construct. Furthermore, confirmatory factor analysis (CFA) is used to measure the extent to which these indicators can determine what is calculated (Ferdinand, 2014). The results of the study are seen from all the instruments used to measure the various indicators of the variables studied. if the value of Kaiser Mayer Measure of Sampling Adequacy (KMO MSA) > 0.50 which is the limit of the value of convergent validity. So, factor analysis can be done (Ghozali and Latan, 2015). In result the Kaiser Mayer Olkin Measure of Sampling Adequacy (KMO MSA) value is $0.843 > 0.50$, so it can be concluded that factor analysis can be done. Testing the anti-image correlation value > 0.50 , it is concluded that the assumption of measure of sampling adequacy (MSA) has been met. The Anti-Image Correlation Validity value obtained after performing the CFA test with SPSS has a value on all indicators, namely 0.844^a , 0.697^a , 0.843^a , 0.752^a , 0.811^a , 0.816^a , 0.855^a , 0.896^a , 0.869^a , 0.894^a , 0.900^a , $0.835^a > 0.50$. Then it has a conclusion that the assumption of measure of sampling adequacy (MSA) has been met.

Table 1. Validity Rotated Component Matrix (a)

	Component		
	1	2	3
Entrepreneurship Education1		,782	
Entrepreneurship Education2		,849	
Entrepreneurship Education3		,736	
Entrepreneurship Education4		,814	
Self Efficacy1			,871
Self Efficacy2			,895
Self Efficacy3			,804
Entrepreneurial Intention1	,858		
Entrepreneurial Intention2	,895		
Entrepreneurial Intention3	,877		
Entrepreneurial Intention4	,790		
Entrepreneurial Intention5	,901		

ExtractionMethod:PrincipalComponentAnalysis.

Rotation Method: VarimaxwithKaiserNormalization.

Validity on *Rotated Component Matrix (a)*, jIf the factor loading value is > 0.75 with a total $N=50$ and grouped into one factor, it can be concluded that the indicators used in the variable are declared valid. The factor loading value on the entrepreneurship education indicator has reached a value of > 0.75 on average. However, there is an indicator of entrepreneurship education that has a value of less than 0.75,

namely entrepreneurship education³. Even though it has been grouped, it has a value of 0.735. This has not exceeded the 0.75 requirements. So it can be concluded that the variable of entrepreneurship education³ is not valid. This means that in addition to the indicators of entrepreneurship education³ used, it can measure a variable. Because the factor loading value is clustered in one component and has a value of more than 0.75.

The factor loading value on the efficacy indicators on the three variable indicators is greater than 0.75. So it can be concluded that the self-efficacy variable is declared valid. This means the indicator used can measure a variable. Because the factor loading values are grouped into one component. While the results on the factor loading value of the entrepreneurial intention indicator on the five variables are greater than 0.75, it can be concluded that the entrepreneurial intention variable is declared valid. This means that the indicators used can measure a variable. Because the factor loading values are grouped into one component. So it can be concluded that the three indicators used in the variable are valid and able to measure a variable.

Table 2. Reliability Statistics

Indicator	Cronbach's Alpha	N of Items
Entrepreneurship Education	,812	3
Self efficacy	,902	3
Entrepreneurial intention	,936	5

The reliability test was carried out using Cronbach's Alpha. A variable is said to be reliable if it has a minimum Cronbach's Alpha value of 0.70 (Ghazoli, 2013), the test results show that the Cronbach's Alpha value of the entrepreneurial education variable is 0.812, the self-efficacy variable is 0.902 and the entrepreneurial intention variable is 0.936. The three variables exceed the minimum value of 0.70. Thus, all variables in this study are reliable so that they can be continued in the next test.

Table 3. Normality One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		326
	mean	,0000
Normal Parameters(a,b)	Std. Deviation	000
		2.728
Most Extreme Differences	Absolute	05850
	Positive	.041
	negative	,034
		-.041
	Kolmogorov-Smirnov Z	,740
	asymp. Sig. (2-tailed)	,643

aTest distribution is Normal.

bCalculated from data.

The normality test was carried out using the test Kolmogorov-Smirnov. A regression model can be said to be normally distributed if the value of a Symp. Sig. (2-tailed) > 0.05 (Ghozali, 2013). Based on the results of the normality test, it shows that it has a significant value of 0.643 > 0.05. Thus, it can be concluded that the residual value is normally distributed.

Hypothesis testing with linear regression was conducted to test the effect of one independent variable individually on the dependent variable. The basis for decision-making in a linear test can refer to two things, namely comparing the significant value with a probability value of 0.05. If the significance value is more than 0.05, it means that the variable has a direct effect and vice versa.

Table 4. Hypothesis test

	Standardized Coefficients Beta	Sig	R Square	e'
Entrepreneurship Education -> Entrepreneurial Intention	0.435	0.000	0.189	0.900
Entrepreneurship Education-> Self Efficacy	0.543	0.000	0.294	0.840
Self Efficacy (E)-> Entrepreneurial Intention (N)	0.614	0.000		

Hypothesis testing can determine the role of entrepreneurship education, self-efficacy, and entrepreneurial intentions. Through the frame of mind indicated by H1, H2, and H3. indicated to have a direct role between the hypothesized constructs. The relationship between constructs can be assessed from a significant value. If the significance value <0.05 shows that there is a significant role between the construct variables.

The test results show that the significant value of entrepreneurship education on entrepreneurial intentions is $0.000 < 0.05$. This states that H1 is accepted, namely entrepreneurship education has a direct and significant effect on entrepreneurial intentions. I mention Entrepreneurship education is needed for the entrepreneurial process that can increase interest in entrepreneurship. it defines that entrepreneurship education can build entrepreneurial intentions.

The test results on the relationship between entrepreneurship education and self-efficacy obtained a significance value of $0.00 < 0.05$. This states that H2 is accepted, namely entrepreneurship education has a direct effect on self-efficacy. Netty (2018) mentioned that entrepreneurship education affects self-efficacy. Therefore, it can be concluded that entrepreneurship education has a significant effect on self-efficacy.

The test results show that the significance value of self-efficacy on entrepreneurial intentions is $0.000 < 0.05$. This states that H3 is accepted, namely self-efficacy has a direct and significant effect on entrepreneurial intentions. This is appropriate because self-efficacy will refer individuals to have confidence in themselves that they can do something they want. It defines that self-efficacy can build entrepreneurial intentions.

Testing the effect of entrepreneurship education through self-efficacy on entrepreneurial intentions. It is known that the direct effect of entrepreneurship education on entrepreneurial intentions is 0.435. The indirect effect of entrepreneurship education through self-efficacy on entrepreneurial intentions is $0.543 * 0.614 = 0.333$, and the total direct effect + indirect effect = $0.435 + 0.333 = 0.768$. If the indirect value $>$ direct value, this indicates that entrepreneurship education through self-efficacy indirectly influences entrepreneurial intentions and vice versa.

Based on the calculation results, it can be said that the total indirect effect $>$ from the direct effect is $0.768 > 0.435$. Then H4 is accepted, namely the indirect influence of entrepreneurship education on entrepreneurial intentions. According to the opinion of Puni, Anlesinya, and Korsorku (2018) which states that self-efficacy mediates the effect of entrepreneurship education on interest in entrepreneurship. it defines that entrepreneurship education can build entrepreneurial intentions indirectly when a person has the confidence to start a business.

Conclusion

The indirect relationship between entrepreneurship education and entrepreneurial intention through self-efficacy conceptualized in this study is significant and has a higher value than the direct relationship between entrepreneurship education and entrepreneurial intention. It can be said that entrepreneurship education has a direct effect on entrepreneurial intentions, entrepreneurship education has a direct effect on self-efficacy, efficacy has a direct effect on entrepreneurial intentions, and entrepreneurship education directly affects entrepreneurial intentions.

This study aims to determine the factors that can increase entrepreneurial intentions through strategies for providing entrepreneurial knowledge based on information on successful entrepreneurial models and monitoring and planting knowledge to increase self-confidence. Entrepreneurship education and self-efficacy play important factors in influencing entrepreneurial intentions. So that in this case, it has implications for educational institutions to be able to facilitate humanist and experienced learning facilities to be able to share their expertise and efforts in achieving success so that they are more confident to start a business.

The stimulus that can be provided can be in the form of presenting successful entrepreneurs in learning, helping business mentoring for beginners, direct business practices, and management. With self-understanding and experience from others who have been successful, the target of higher education graduates who are entrepreneurship will increase.

Further research can use other variables in measuring entrepreneurial intentions. Based on the data, it can be seen that social capital only contributed 0.189 or only contributed 18.91% and self-efficacy gave 0.614 or 61.4%. Then there are many other variables besides the knowledge that need to be considered in the formation of entrepreneurial intentions.

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