



Self- Efficacy in Students Who have an Interest in Entrepreneurship

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ABSTRACT

This research aims to increase students' interest in entrepreneurship through self-efficacy training. Students who have good self-efficacy in entrepreneurship make the individual capable of being independent, able to face life's difficulties and able to manage work opportunities for themselves and others. This research is a pre-experimental research with a research design with one group pre test post test. The subjects of this research were 6 students who had an interest in entrepreneurship. The measuring tool used was the self-efficacy scale, with this measuring tool it can be used to measure pre-test and post-test scores. The research results showed that there was an increase in self-efficacy after self-efficacy training with a significance value of ($p= 0.028^*$; $p<0.05$). This research recommends conducting self-efficacy training for students who have an interest in entrepreneurship

Keywords: Interest in entrepreneurship, self-efficacy, students

Introduction

Currently, it is important to introduce entrepreneurship in both countries, namely developed and developing countries (Ozaralli & Rivenburgh, 2016). In developed countries, such as the United States, entrepreneurship has long been considered a way to spur innovation and technological progress, generate competition, and create jobs, leading to economic growth and national prosperity (in Primandanu, 2017). One of the conditions for a country to become a developed country is if the number of entrepreneurs reaches 2% of the population. Indonesia itself only has 1.5% of entrepreneurs out of around 252 million people, so Indonesia still needs around 1.7 million entrepreneurs to reach 2%.

The average population in Indonesia chooses to become an employee rather than an entrepreneur (in Primandanu, 2017). This phenomenon occurs because the motivation and interest of the Indonesian people is still low. If people's mindset is not changed, Indonesia will have many problems, one of which is the narrowing of job opportunities, there are more job opportunities with more people looking for work, so many people don't get jobs which results in unemployment, especially intellectual unemployment. is getting bigger and has an impact on economic conditions in Indonesia.

Seeing this reality, it is necessary to form a strong personal character, namely self-efficacy towards subjects who are lacking in this regard. From the results of observations and interviews, there are several subjects who have low self-efficacy but have an interest in entrepreneurship. Low self-efficacy will interfere with motivation in carrying out the entrepreneurship that interests him. Strong self-efficacy will increase motivation to achieve certain goals so that they are able to master the field of interest. According to Ormrod (2008) self-efficacy is a person's assessment of their own ability to carry out certain behaviors or achieve certain goals. Meanwhile, according to Laura (2010), self-efficacy is a person's belief that they can master a situation and produce various positive and useful results. Meanwhile, according to Mujiadi (2003), self-efficacy is a personal factor that becomes an intermediary or mediator in the interaction between behavioral factors and environmental factors.

Self-efficacy is very influential in determining what business to undertake, therefore self-efficacy needs to be instilled and developed in every student so that their interest in entrepreneurship can take place. Many people are interested in entrepreneurship but don't know where to start, especially students because they still have to find their identity and are carried away by the current environment. In entrepreneurship, individuals must have creative ideas to come up with because entrepreneurship has many types and they are not all the same. In entrepreneurship, individuals must be able to be independent and confident in themselves to start their business. Therefore, Selfefficacy plays a very important role in convincing oneself that the individual is capable of starting his or her business.

Individuals who have good self-efficacy in entrepreneurship are able to be independent, can face life's difficulties and can manage work opportunities for themselves and others. Alma (2007) said that an entrepreneur is a person who has a productive personality, namely an individual who is mature both physically and psychologically. Individual personality characteristics greatly influence business success. An entrepreneur who has a leadership spirit, is mentally prepared to face risks and will be challenged to set up a business, because having a mature personality to face all problems is a good attitude for an entrepreneur. The formation of students' entrepreneurial personalities will have a positive influence on students' interest in entrepreneurship. The tendency of a person's low ability to overcome difficulties is a mistake that can turn into failure, so that the large obstacles in entrepreneurship with the risk of failure will have an impact on his or her efficacy.

According to Kurniawan et al (2016) Self Efficacy is a person's confidence in their ability to complete a job. Self Efficacy is an intervening variable and has an influence on interest in entrepreneurship. The higher a person's self-efficacy, the higher a person's interest in carrying out an activity. Based on research by Yuhendri (2016), Handaru et al (2015), Farida & Nurkhin (2016), Owoseni (2014), and Ayodele & Olanrewaju (2013), it was found that self-efficacy has an influence and role on interest in entrepreneurship. Apart from that, in research conducted by Oyeku et al (2014), it can be concluded from the results of their research that self-efficacy is a good predictor of entrepreneurial interest and a strong predictor of business performance. If someone does not believe in their abilities, it is unlikely that that individual will have an interest in entrepreneurship. So several of these factors can influence and foster entrepreneurial interest in students.

Based on the definition above, it can be concluded that self-efficacy is an individual's belief in his or her ability to organize and carry out tasks effectively and efficiently so that he can achieve a goal where the individual believes he is able to face all challenges and is able to predict how much effort is needed to achieve that goal. . Self-efficacy can encourage a person's performance in various fields, including interest in entrepreneurship (Luthans, 2008). Therefore, opening a business requires self-confidence in one's abilities so that the business can be successful. The same thing was also expressed by Robbins (2007), self-efficacy is also known as social cognitive theory or social reasoning which refers to an individual's belief that he or she is capable of carrying out a task.

Bandura (1977) explained that self-efficacy consists of several dimensions. Each of them has important implications in performance, which can be explained more clearly as follows, Magnitude (Level of Difficulty) Magnitude is a person's ability to complete tasks of different levels of difficulty. Self-efficacy can be shown by the levels imposed on individuals to face challenges at different levels in order to achieve success. Individuals will try behavior that they feel capable of doing and will avoid behavior that they feel is beyond the limits of their perceived ability. Strength (Strength) Strength relates to the strength of an individual's belief in his abilities. Individuals have strong belief and perseverance in efforts to be achieved despite difficulties and obstacles. With self-efficacy, the strength for greater efforts can be obtained. The stronger the feeling of self-efficacy and the greater the persistence, the higher the likelihood that the activity will be chosen and carried out successfully. Generality is related to behavior where individuals feel confident in their abilities. Individuals can feel confident in their abilities depending on their understanding of their abilities which are limited to a particular activity and situation or to a wider and more varied set of activities and situations.

Based on the description above, it can be concluded that self-efficacy consists of Magnitude (level of difficulty), Strength (strength), Generality (generality). Some of the subjects in this research were students who had not been able to solve the problems they had, especially those related to entrepreneurship. The subject's strength and confidence in themselves are relatively low because they do not want to fall into this and they are still in their comfort zone. Their self-efficacy in entrepreneurship is indeed high, but their self-efficacy regarding their abilities is very low, making them not confident. Low Self Efficacy also hinders the subject's interest in entrepreneurship because the subject does not dare to put his entrepreneurial ideas into practice. Some subjects in this study were not confident in their abilities because they were afraid of failure when carrying out their entrepreneurial interests and also lacked self-confidence, which made them lack self-confidence.

According to Bandura (1994), there are four important sources that can be used to build a person's self-efficacy, namely, problem-solving experience (Mastery Experiences) is the most important source influencing a person's self-efficacy because mastery experiences provide the most accurate evidence of any actions taken to achieving success or success, and this success is built from strong belief in individual beliefs. The mechanism for forming self-efficacy refers to the mastery of actual experiences such as direct experience, actual performance, and level of achievement. Other people's experiences (Vicarious Experiences) are substitute experiences provided for the social model. Observing the behavior and experiences of others as an individual learning process. The impact of modeling on self-efficacy is strongly influenced by the similarity between the individual and the model. The more similar an individual is to a model, the greater the influence of failure or success will be. If the model is much different from the individual, it will not have much influence on self-efficacy. Increasing self-efficacy will be effective if the subject who is the model has many similar characteristics between the individual and the model, the same level of difficulty of the task, the same situation and conditions as well as the diversity achieved by the individual. Verbal persuasion is to increase a person's confidence regarding the things they have to try more persistently in achieving goals and success or success. Verbal persuasion (Verbal Persuasion) has a strong influence on increasing individual self-efficacy and shows behavior that is used effectively. A person is persuaded or suggested to believe that he is able to overcome the problems he will face. Physiological and Emotional Conditions are situations that stress emotional conditions which can affect self-efficacy. Emotional turmoil, shock, deep anxiety and a weak physiological state experienced by an individual will be felt as a signal that an undesirable event will occur, so stressful and threatening situations will tend to be avoided.

From the definition above, Self Efficacy plays a very important role in supporting an entrepreneurial career. To carry out entrepreneurship for the first time, individuals must have strong Self-Efficacy so that their interests are achieved. Low self-efficacy will have a negative impact on entrepreneurial sustainability because it can reduce one's abilities. The comfort zone they feel makes the subjects not dare to start their business. This happens because the subject is no longer confident enough to start doing it and doesn't want to get out of his comfort zone. Lack of motivation in the subject also inhibits his or her efficacy, making the subject hesitant to start. Therefore, strong Self-Efficacy must be instilled in order to be confident in one's ability to succeed in carrying out one's entrepreneurial interests.

Based on the description above, a problem formulation can be obtained whether Self Efficacy can increase entrepreneurial interest in students. The aim of this research is to determine the effectiveness of Self Efficacy training to increase entrepreneurial interest. This research is useful for obtaining an intervention model for subjects to increase Self Efficacy which can be applied in everyday life and make them more confident and brave in making decisions in entrepreneurship.

Based on the results of observations and interviews with students regarding entrepreneurship courses, it is known that entrepreneurship courses can increase the subject's independence in entrepreneurship, subjects can change their attitude of dependence on others to become independent, can erode the habit of asking, having low self-esteem, trying to work based on their own qualities and have self-confidence and develop aspirations to try themselves by creating jobs. The entrepreneurship course program is based on an entrepreneurship syllabus which contains theories and skills that direct the subject to understand the meaning, role, function and several ways in which entrepreneurial activities are carried out.

Self-Efficacy is very influential in determining what business to undertake, therefore Self-Efficacy needs to be instilled and developed in every student so that their interest in entrepreneurship can take place. Many people are interested in entrepreneurship but don't know where to start, especially students because they still have to find their identity and are carried away by the current environment. In entrepreneurship, the subject must have creative ideas to come up with because entrepreneurship has many types and they are not all the same. In entrepreneurship, individuals must be able to be independent and confident in themselves to start their business. Therefore, Self Efficacy plays a very important role in convincing oneself that the individual is capable of starting his or her business.

Self-efficacy is one's own perception of how well one can function in certain situations. Self-efficacy is related to the belief that oneself has the ability to carry out the expected actions (Alwisol, 2015). Lack of self-confidence in facing competition is an obstacle for students to start entrepreneurship. If students have high self-efficacy with the knowledge and experience of entrepreneurship training, it is hoped that they can grow their interest in entrepreneurship.

Entrepreneurial Interest

Entrepreneurship comes from the words wira and business, and is given the affix "an". Hero can be interpreted as a hero, warrior or brave, while effort is working or doing something. Entrepreneurship is dynamic behavior that dares to take risks, is creative and develops. An entrepreneur is someone who is able to create a business by making a product in the form of goods or services by looking at existing opportunities and exploiting them, as stated by Bygrave (Alma, 2007) "Entrepreneur is the person who perceives an opportunity and creates an organization to pursue it". An entrepreneur or entrepreneur is someone who is able to create something new, either goods or services, within an organization and is able to disrupt the existing economic system. An entrepreneur is someone who is strong enough to do something. Entrepreneurship is one way to build, own and run a business so that it can benefit yourself and others.

Entrepreneurial interest is the concentration of attention, desire, interest, and willingness of individuals in the field of entrepreneurship to work hard or have a strong will to try to fulfill their life needs without feeling afraid of the risks that will occur, as well as a strong will to learn from failure (Prilovia & Iskandar, 2018). Interest in entrepreneurship is a psychological symptom of focusing attention and doing something about entrepreneurship with feelings of joy, because it brings benefits to oneself and others.

Entrepreneurial interest has several important aspects that must be fulfilled. According to Vemmy (2015), the aspects that influence interest in entrepreneurship are:

- a) Desires Aspect Something within a person in the form of a high desire or desire to start a business.
- b) Preferences Aspect Something in a person that shows that having an independent business or business is a need that must be achieved.
- c) Plans aspect refers to the hopes and plans that exist within a person to start a business in the future.
- d) Behavior expectancies aspect A review of the possibility of entrepreneurship followed by a target for starting a business venture.

According to David C. McClelland (Suryana, 2006), suggests that entrepreneurship is determined by achievement motives, optimism, value attitudes, and entrepreneurial status or success. Entrepreneurial behavior is influenced by internal and external factors. Internal factors include ownership rights, abilities or competencies and incentives, while external factors include the environment. According to Ibnoe Soedjono (Suryana, 2006), because affective abilities include attitudes, values, aspirations, feelings and emotions, all of which are very dependent on existing environmental conditions, the dimensions of affective abilities and cognitive abilities are part of the entrepreneurial ability approach. So entrepreneurial ability is a function of entrepreneurial behavior in combining creativity, innovation, hard work, and the courage to face risks to obtain opportunities. From combining the two opinions above, it can be concluded that the parts or components of entrepreneurship consist of cognitive, emotional (feeling) and conation or will. Broadly speaking, they can be grouped into intrinsic factors and extrinsic factors

1. Intrinsic Factors

Intrinsic factors are factors that arise due to influence from within the individual himself. Intrinsic factors that can influence interest in entrepreneurship include achievement motives, self-esteem, and feelings of happiness.

- a) Achievement Motive Achievement motive is the desire to be a better person than other people. The achievement motive motivates a person to achieve a better life.
- b) Self-esteem Self-esteem is a developmental need. Entrepreneurship is expected to increase self-esteem because you are no longer dependent on other people. This can encourage someone to become an entrepreneur.

- c) **Pleasure Factor:** Feelings of pleasure about something, for example, the pleasure of trying out food recipes, so this pleasure will arouse a person's interest in entrepreneurship, for example setting up a food stall.

2. Extrinsic Factors\

Extrinsic factors are factors that arise due to stimulation or encouragement from outside the individual or the environment. Extrinsic factors that influence interest in entrepreneurship include family environment, community environment and opportunities.

- a) **Family Environment** Parents are the parties who are fully responsible in this process. Children must be taught to motivate themselves to work hard, given the opportunity to be responsible for what they do. One element of personality is interest. Interest in entrepreneurship will be formed if the family has a positive influence on this interest, because the attitudes and activities of fellow family members influence each other both directly and indirectly.
- b) **Community Environment** The community environment also plays a role in influencing a person's interest in entrepreneurship.
- c) **Opportunities** The opportunities that exist in front of someone to become successful for people who have the enthusiasm to progress are actually many, depending on how the individual can take advantage of these opportunities to achieve success. One opportunity to become a successful person is through entrepreneurship.
- d) **Education Knowledge** gained during school, especially vocational high schools, as well as field practice can be used as capital in starting an entrepreneurship.

Seeing the reality faced, it is necessary to create a direction so that subjects are able to create jobs no longer as job seekers, but through entrepreneurship. One way to raise awareness of entrepreneurship is to foster entrepreneurial interest. With an existing interest in the subject, you will be encouraged to study knowledge related to entrepreneurship more seriously. According to Hisrich et al (in Prilovia & Iskandar, 2018) Entrepreneurial interest is a person's inner tendency to be interested in creating a business which then organizes, regulates, bears risks and develops the business he creates. Entrepreneurial interest does not just appear but grows and develops according to the factors that influence it.

According to Alma (2007), the growth of entrepreneurial interest is influenced by various factors, including internal factors and external factors. Internal factors originating from within the entrepreneur can be in the form of personal traits, attitudes or personality, motivation, willingness and individual abilities which can give the individual strength to become an entrepreneur. External factors come from outside the entrepreneur, which can be elements from the surrounding environment, such as the family environment, the business world environment, the physical environment and the socio-economic environment. The Theory of Planned Behavior (TPB) is a model that can be used to assess a person's interest, and this theory has been recognized as the best model for understanding behavior change and has been proven suitable for assessing entrepreneurial interest. Therefore, models such as the Theory of Planned Behavior (TPB) initiated by Ajzen (2015) are also used to explore this planned behavior. Furthermore, entrepreneurship as planned behavior is related to a person's interests. This is in line with research conducted by Amelia, Lubis and Hesti (2019), that the Theory of Planned Behavior (TPB) model can explain the relationship between the influence of entrepreneurial interest. This theory is considered a better and more complex model in explaining and predicting entrepreneurial interest or starting a business than other models. Ajzen (2015) states that the Theory of Planned Behavior (TPB) is used as a predictor to measure a person's interests where these interests are determined or influenced by the family environment, motivation, personality and self-efficacy, meaning that the stronger (positive) the influence is on the individual's interests, This will strengthen the individual's desire to work independently or run their own business.

In this case, the role of the family environment is very important to foster entrepreneurial interest, especially for students. The family environment is the environment where children first receive education. According to Alma (2007), the environment in the form of "role models" also influences entrepreneurial interest. Role models usually look to parents, other family members (grandfathers, uncles, aunts, children), friends, partners or successful entrepreneurs. The family environment plays an important role as a guide for the child's future, so that parents can directly influence the child's interest in work in the future, including entrepreneurship.

Self Efficacy

Self-efficacy (self-ability) is a belief that students must have in order to be successful in the learning process. As stated by Ghufroon and Risnawati (2016), the affective domain determines a person's learning success. There are five affective characteristics that are important in influencing student learning outcomes, namely attitudes, interests, self-concept, values and morals. According to Bandura (Adnyana, 2016), self-efficacy is a person's belief or belief that he can master a situation and produce positive outcomes.

According to Husna (2017), self-confidence will strengthen motivation to achieve success, because the higher the confidence in one's own abilities, the stronger the enthusiasm for completing the work. A strong commitment to achieving desires and completing a task in order to realize the target is a will that must emerge in students. Complete work and a strong desire to achieve targets means he also has a strong commitment to work. Therefore, self-efficacy abilities must be developed in students so that they can interpret the mathematics learning process in real life, so that the learning process occurs optimally, and can improve problem-solving abilities.

One learning approach that has the opportunity to improve students' problem-solving abilities and mathematical self-efficacy is learning using Problem Based Learning, abbreviated as PBL. According to Rusmono (2014) states that the PBL process and training involves using the brain or mind to make

connections through reflection, articulation, and learning to see differences in views. Problem scenarios and their sequences help students develop cognitive connections that are key to real-world problem solving. Training in PBL helps in improving connectivity, data collection, elaboration, and communication of information.

Aspects of Self-Efficacy according to Bandura (1997), self-efficacy for each individual will differ from one individual to another based on three dimensions, namely:

a) Level (level)

This dimension relates to the degree of task difficulty when the individual feels capable of doing it. If individuals are faced with tasks arranged according to their level of difficulty, then the individual's self-efficacy may be limited to the most difficult tasks, according to the limits of their perceived ability to meet the behavioral demands required at each level.

b) Strength

This dimension relates to the individual's level of strength and confidence or expectations regarding his abilities. Weak hopes are easily shaken by unsupportive experiences. On the other hand, steady hope encourages individuals to persist in their efforts.

c) Generalization (generality)

This dimension is related to behavior in which individuals feel confident about their abilities. Individuals feel confident in their abilities and are limited to certain activities and situations in a series of diverse activities and situations.

Self Efficacy Training and Entrepreneurial Interest

According to Indarti (in Astri, 2017) that the determinants of interest in entrepreneurship consist of 3 factors, namely personality such as the need for achievement and self-efficacy, environmental factors such as contextual elements: access to capital, information and social networks and demographic factors such as gender, age, educational background and work experience. Some of the subjects do not have work experience because the subjects are currently studying at university. Self-Efficacy is a person's belief in his or her ability to complete a job. Research by Melyana et al, Kurniawan et al, Anggraeni & Nurcaya (in Astri, 2017), self-efficacy is an intervening variable and has an influence on interest in entrepreneurship. The higher a person's self-efficacy, the higher a person's interest in carrying out an activity. Based on research by Yuhendri (2016), Handaru et al (in Astri, 2017), Farida & Nurkhin (2016), Owoseni (in Astri, 2017), and Ayodele & Olanrewaju (in Astri, 2017) it was found that self-efficacy has an influence and role on interest in entrepreneurship. Apart from that, in research conducted by Oyeku et al (in Astri, 2017) from the results of their research it can be concluded that self-efficacy is a good predictor of entrepreneurial interest and a strong predictor of business performance. If someone does not believe in their abilities, it is unlikely that that person will have an interest in entrepreneurship. So, several of these factors can influence and grow student entrepreneurial interest and hopefully can help the government in reducing the number of unemployed in this country.

Ayodele's research (in Adnyana & Purnami, 2016), which examined the entrepreneurial intentions of Nigerian teenagers, found that teenagers' self-efficacy had a positive effect on entrepreneurial intentions. Nursito and Nugroho's research shows that self-efficacy has a positive and significant effect on entrepreneurial intentions. In Byabashaija et al's research, they found that self-efficacy had a positive effect on entrepreneurial intentions. This research is strengthened by Indarti and Rostiani's research, Comparative Study Between Indonesia, Japan and Norway. It was found that self-efficacy proved to have a positive effect on the entrepreneurial intentions of Indonesian and Norwegian students

According to Bandura (1997) Self-efficacy makes a major contribution to a person's motivation, interests, perceptions and actions in various ways. Self-efficacy in entrepreneurship is seen as a construct for determining goals and Control Belief. Self-efficacy reflects an individual's understanding of his abilities based on past experiences and attributions for his performance and attention to business (Jailani, 2017). In the results of this research, self-efficacy as a mediating variable between parents' socio-economics and students' entrepreneurial interest is accepted. This is in line with Bandura's (1997) theory that human beliefs about self-efficacy influence the form of action they choose to take (Feist & Feist, 2010). In the sense that self-efficacy influences a person in choosing a career. So it can be said that a student's choice of career as an entrepreneur can be influenced by the student's self-efficacy. The results of this research show that the higher the socio-economic status of a student's parents, reinforced by the student's self-efficacy, the higher the student's interest in entrepreneurship.

Entrepreneurship is one career choice. The level of perceived self-efficacy will motivate individuals cognitively to act more persistently and purposefully, especially if the goals to be achieved are clearer (Jailani, 2017). Therefore, self-efficacy has a major contribution to interest in entrepreneurship. This means that the higher the self-efficacy, the higher the student's interest in entrepreneurship. Good self-efficacy can be obtained by socializing and gathering in an environment that suits one's entrepreneurial interests. Students who are able to adapt to their environment and can develop their entrepreneurial interests and self-efficacy will find it easier to continue to develop and immediately carry out their entrepreneurial interests.

This training module is structured based on Jaffe and Scott's career planning theory in (Ardiyanti, Difa & Alsa, Asmadi 2017). In this training called "PLANS", there are five training sessions, namely; (1) self-analysis, (2) career insight, (3) goal setting and career planning, (4) implementation or action plan, and (5) evaluation. The learning method used is Bandura's observational learning (learning through observation). With this method, individuals acquire new cognitive skills and behavioral patterns by observing the performance of other people. This training also uses four sources of self-efficacy information.

According to Jaffe and Scott (Kummerow, 1991), career planning is a gradual process that includes: self-assessment, exploring opportunities, developing career plans, taking action (implementation), and evaluating results. Jaffe and Scott's career planning theory has been proven to increase self-efficacy in career decision making in final year students (Kusumaningrum, 2012). Several other career planning interventions that have also been proven to increase self-efficacy in making career decisions are career planning training (Mulyana, 2009; Iyyasi, 2013), career courses (Scott & Ciani, 2008; Fouad, Cotter, & Kantamneni, 2009), career counseling (Setiawati, 2009; Yulianto, 2012), and group training (Wang, Zhang, & Shao, 2010). The aim of this research is to determine the effect of "PLANS" career planning training in increasing students' career decision-making self-efficacy. Practically, this research is useful for overcoming the problem of students' lack of confidence in making career choices and the "PLANS" training module can also be used to overcome similar problems. The hypothesis of this research is that "PLANS" training can increase self-efficacy in making career decisions among students.

Research methods

This research uses two variables, namely self-efficacy training as the independent variable (X) and interest in entrepreneurship as the dependent variable (Y).

Research design

This research is a type of pre-experimental research with a research design with one group pre test post test. Carry out initial measurements or observations before the treatment stage and final measurements or observations after going through the treatment stage in the experimental group without a control group and without the randomization stage. Research subject.

The research subjects were 6 people with an age range of 18-25 years and the sampling technique used by the researcher was purposive sampling. Purposive sampling is sampling based on certain considerations with previously known characteristics (Notoatmojo, 2010) with the characteristics of having an interest in entrepreneurship which is shown by starting an entrepreneur, having a medium and low level of self-efficacy as shown by the results of the self-efficacy scale. Efficacy

Research Instrument

Self-efficacy training as variable This treatment consists of four sessions where each session aims to increase self-efficacy in students who have an interest in entrepreneurship. Each session has a theme, namely: self efficacy introduction, how I manage self efficacy and challenges for the social environment. The instrument in this research uses a scale that has been used by (Lukmayanti, 2012) with 18 favorable and unfavorable items. Fill in the answers by checking a list of statements that suit the subject. Next, the answers will be scored with the information, 4= SS (Strongly Agree), 3= S (Agree), 2=TS (Disagree), 1= STS (Strongly Disagree). As for unfavorable items with information, 1= SS (Strongly Agree), 2= S (Agree), 3=TS (Disagree), 4= STS (Strongly Disagree). The validity index is 0.272 – 0.76 with Cronbach Alpha reliability of 0.81.

Meanwhile, entrepreneurial interest as the Y variable is the concentration of attention, desire, interest, and willingness of individuals in the entrepreneurial field to work hard or have a strong will to try to fulfill their life needs without feeling afraid of the risks that will occur, as well as a strong will to learn from failure (Prilovia & Iskandar, 2018). In research conducted by Oyeku et al (in Astri, 2017) from the results of their research it can be concluded that self-efficacy is a good predictor of entrepreneurial interest and a strong predictor of business performance. If someone does not believe in their abilities, it is unlikely that that person will have an interest in entrepreneurship. So, several of these factors can influence and grow student entrepreneurial interest and hopefully can help the government in reducing the number of unemployed in this country. The research instrument used in this study was adapted by (Lukmayanti, 2012) with 27 items and four answer choices for the favorable statement where 4= SL (Always), 3= SR (Often), 2= KK (Sometimes), 1= TP (Never). The unfavorable items are 1= SL (Always), 2= SR (Often), 3= KK (Sometimes), 4= TP (Never). The validity index is 0.12 – 0.672 with a Cronbach Alpha reliability of 0.756.

Experimental Procedure

This study included three procedures. First is preparation. At this stage the researcher deepens the material, creates a research design, and prepares research instruments and modules. The research instrument was then adapted and research was then carried out on 6 subjects and then 6 subjects who were willing were asked to sign informed consent to follow a series of research procedures.

Each subject was then given 3 treatment sessions, each session lasting approximately 2 hours. In the first session, subjects were given an understanding of self-efficacy. In the second session, subjects were asked to think about the goals they wanted to achieve, talk about the goals achieved and write down the goals. Finally, in the third session, the subject was asked to interact socially, namely providing instructions and training so that the subject would not feel embarrassed when in his environment when his business was running. Finally, after the research is completed, the subject is given a post test and the researcher analyzes and draws research conclusions based on the results of the analysis that has been carried out.

Data analysis method

Then, to see the significance of the changes, researchers used the SPSS application with the Paired Sample T-Test if the data was normally distributed. Changes in the pre-test and post-test can be said to be significant if the Asymp.Sig 2 tailed value is 0.05. Apart from that, researchers also used the Independent Sample T-Test to see the significance of differences in self-efficacy scores in the experimental group.

Table 1. Intervention Activities

| Session | Activity |
|-----------|---|
| Meeting 1 | Subjects were introduced to each other to become familiar and then explained self-efficacy and explained several characteristics of high and low self-efficacy |
| Meeting 2 | Subjects were asked to think about goals they wanted to achieve but felt unable to do so |
| Meeting 3 | The subject tells another subject about the goal he wants to achieve, provided that the other subject feels capable of helping him achieve his goal |
| Meeting 4 | Subjects are given instructions and training to reduce stress or lack of self-confidence and are then advised to discuss with other people to help achieve these goals |
| Meeting 5 | Memberikan penjelasan self efficacy kepada dirinya dan stimulus untuk mengamati keberhasilan orang lain bahwa subjek juga mampu untuk mencapainya |
| Meeting 6 | Subjects were asked to talk about the goals they achieved after 1 week of meetings. Subjects were also asked to reveal the obstacles and difficulties they faced and how to overcome them, whether the subject felt doubtful or hopeless in achieving their goals. Apart from that, the subject was also asked to express his feelings about whether the subject was determined to achieve his goal and provide reasons |
| Meeting 7 | Subjects were asked to design their goals for the next year and were asked to write down 5 programs and describe the program and explain how to achieve it, overcome it and implement it. |

Results

Table 2. Categorization of Subject Self-Efficacy Scores

| Subject | Pretest Score | Category | Posttest Score | Category |
|---------|---------------|-----------|----------------|-----------|
| AL | 50 | Currently | 73 | Very high |
| RY | 44 | Low | 78 | Very high |
| TI | 51 | Currently | 78 | Very high |
| NH | 50 | Currently | 75 | Very high |
| NF | 51 | Currently | 73 | Very high |
| ND | 45 | Low | 71 | High |

Based on the categorization of self-efficacy scores, it can be seen that before being given self-efficacy treatment there were 4 subjects who had self-efficacy in the medium category and 2 subjects in the low category. After being given self-efficacy training, descriptively it can be seen that there was an increase, namely that there were 5 subjects who had self-efficacy in the very high category, whereas previously they were in the medium and low categories. There was 1 subject who also showed an increase in the self-efficacy category from low to high.

Table 3. Results of Wilcoxon Test analysis

| Variable | Mean | SD | P | Z |
|----------------------|-------|-------|--------|--------|
| <i>Self Efficacy</i> | | | 0.028* | -2.201 |
| <i>Pre-test</i> | 48.5 | 2.872 | | |
| <i>Post-test</i> | 74.67 | 2.625 | | |

Based on the results of the Wilcoxon test on the self-efficacy variable, it can be seen that there is a significant difference ($p=0.028^*$; $p<0.05$) in the pre-test scores ($M=48.50$; $SD=2.872$) and post-test ($M=74.67$; $SD=2.625$). This shows that there was an increase in self-efficacy in the subjects after being given self-efficacy treatment. In this case it can be said that training can increase self-efficacy.

Discussion

The research results showed that there was a significant difference between self-efficacy scores before and after being given the Plans as indicated by an increase in pre-test to post-test scores. This is also reinforced by the subject's self-efficacy score category which increased from medium - high to high - very high. Previous research conducted by Riskha Kumara Wardhani (2013) entitled "The Influence of Entrepreneurship Knowledge and Self-Efficacy

on the Entrepreneurial Motivation of students in the Catering Services Skills Program at SMK Negeri 3 Wonosari" showed that there is a strong influence between self-efficacy and students' entrepreneurial motivation. This research shows that the higher the self-efficacy, the higher the entrepreneurial motivation generated by students. As for other research, namely research conducted by (Jill Kickul, Mark D Griffiths and Saolo Darbosa, 2009) entitled "An analysis of the role of gender and self-efficacy in developing female entrepreneurial interests and behavior". The results of relevant research show that there is a positive influence, research by Sebayar (2014) which states that self-efficacy has a significant effect on interest in entrepreneurship. This is in line with Hamidah (2014) who states that self-efficacy has a significant effect on interest in entrepreneurship. The results of this research show that the higher the student's self-efficacy, the higher the student's interest in entrepreneurship and research on entrepreneurship education and self-efficacy was conducted by Anggraeni and Nurcaya (2016) who stated that self-efficacy can mediate the positive influence of entrepreneurship education on entrepreneurial intentions. These results strengthen the research of Jailani and Sudarma (2017) which shows that there is a significant influence of self-efficacy on interest in entrepreneurship.

Self-Efficacy is an individual's belief (perception) regarding the ability to form entrepreneurial behavior. Self-efficacy is measured using a scale (Gaddam, 2008). Self-Efficacy is different from aspirations (ideals), because ideals describe something ideal that should be achieved, while self-efficacy describes an assessment of one's abilities (Alwisol, 2009). Baron & Byrne, (2004) state that self-efficacy is a person's evaluation of his or her ability or competition to perform a task, achieve goals or overcome obstacles. Furthermore, Kilapong (2013) in (Mujiatun, Jufrizen, & Ritonga, 2019) stated that self-efficacy is belief in one's capacity to achieve success in one's work and responsibilities. The more often someone evaluates themselves and considers that they have many positive abilities, the greater their efficacy. Self-Efficacy strongly influences an individual's motivation to achieve success or the goals they want to achieve. (Feist, Feist, & Roberts, 2013) defines self-efficacy as self-confidence in knowing one's abilities so that one can exercise some form of control over the benefits of the person himself and events in the surrounding environment. Self-Efficacy can encourage a person's performance in various fields including interest in entrepreneurship (Luthans, 2010). Therefore, opening a business requires self-confidence in one's abilities so that the business can be successful. The same thing was also expressed by Robbins & Judge (2011), Self-Efficacy is also known as social cognitive theory or social reasoning which refers to an individual's belief that he is capable of carrying out a task.

The beliefs that subjects have influence their various behaviors, actions and decisions, including in matters of entrepreneurship. A person's self-efficacy for entrepreneurship strengthens their entrepreneurial interest (Jailani & Sudarma, 2017). Confidence in one's own ability to become an entrepreneur is a very important capital in starting or running a newly started business. An interest in entrepreneurship is a necessity that a person must have because it is a driving factor in starting a business. Entrepreneurial interest alone is not enough to run a business, but you need to be equipped with confidence in your own abilities to make it happen. Therefore, self-efficacy is very important to influence interest in entrepreneurship.

Self-efficacy is an internal factor that comes from within a person. Someone who has self-efficacy regarding entrepreneurship can also reduce their interest in entrepreneurship. (Lukmayanti, 2012). Low self-efficacy can be improved through various efforts such as training plans. There are five training sessions, namely; (1) self-analysis, (2) career insight, (3) goal setting and career planning, (4) implementation or action plan, and (5) evaluation. The learning method used is Bandura's observational learning (learning through observation). With this method, individuals acquire new cognitive skills and behavioral patterns by observing the performance of other people. This training also uses four sources of self-efficacy information. (further explains self-efficacy training and is supported by self-efficacy training journals).

Conclusion

This research provides results that self-efficacy training can increase self-efficacy in students who have an interest in entrepreneurship. Research subjects who had low and medium levels of self-efficacy increased to high and very high after participating in training according to the procedures implemented. Therefore, researchers recommend that this self-efficacy training can be used effectively for individuals who have an interest in entrepreneurship.

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