



The Effect of Entrepreneurship Education and Self-Efficacy on Entrepreneurial Motivation of STIE Eka Prasetya's Students

Pesta Gultom, Wany, Alvin

^{1,2,3} Management, Sekolah Tinggi Ilmu Ekonomi Eka Prasetya, Medan, Indonesia

ARTICLE INFO

Keywords:

Entrepreneurship
Education,
Self-Efficacy,
Entrepreneurial Motivation

E-mail:

pesta65.gultom@gmail.com

ABSTRACT

The purpose of this study is to determine the effect of Entrepreneurship Education, and Self-Efficacy on Entrepreneurial Motivation of STIE Eka Prasetya's students partially and simultaneously. The population used in this study were all students of STIE Eka Prasetya who already had a business independently, totaling 147 people. Data were collected by distributing online questionnaires via google form with a total sample of 107 respondents. Analysis of the data used is statistical analysis in the form of multiple linear regression test. The results of this study indicate that partially and simultaneously the variables of Entrepreneurship Education, and Self-Efficacy have an effect on Entrepreneurial Motivation of STIE Eka Prasetya's students. This is evidenced by the results of the simultaneous test (F test) and the results of the partial test (t test), and also it shows the significant values of the two independent variables that support the hypothesis. Therefore, the test results from this study state that there is a simultaneous influence between the variables of Entrepreneurship Education, and Self-Efficacy on Entrepreneurial Motivation of STIE Eka Prasetya's students, and the effect is 49%, this is evidenced by the determination test.

Copyright © 2020 Enrichment : Journal of Management.
All rights reserved.

1. Introduction

Entrepreneurship is very important in the 4.0 industrial era and also for the millennial generation, because this generation is one of the successors of the nation's trust to create jobs for themselves and for others. The development of the era has an impact on each generation today. For now, the millennial generation has begun to realize the importance of entrepreneurship so that many have started new businesses pioneered by the community. The students who operate business in beside of the roadside, open shops or online ranging from selling food and clothing or various other products. Currently, we can see for ourselves that there are a lot of online shops that have started running from time to time. Because industry 4.0 has connected the world of technology with our lives so for now starting a business is very easy, because there are already many e-commerce that have started to appear everywhere that we can use. In fact, the developments, of course, becomes a motivating factor for students to start their own businesses, so that an interest and desire arises from within them and starts making ideas to run their businesses. Various efforts have been made to foster an entrepreneurial spirit, especially by changing the mindset of the younger generation who have only been interested in being job seekers when they finish their studies.

STIE Eka Prasetya as an educational institution has full responsibility to encourage and increase entrepreneurial motivation for its students. Because STIE Eka has a vision to "Become an Excellent University in the Field of Entrepreneurship with National Standards in 2026". And to support this vision, entrepreneurship education courses are included in the curriculum. The courses are applied in the form of theory and practice of entrepreneurship. Entrepreneurship education in the form of theory is given in the classroom for debriefing before students enter into entrepreneurship, while in the form

of practical work through group activities by visiting small companies and seeking information from entrepreneurs on how entrepreneurial techniques are carried out, from the start of the business to the start of the business. the business is growing. Understanding the material in the Entrepreneurship Education course, which will be applied when students enter the real business world, is expected to be a provision for students to attract their interest in entrepreneurship independently so that they are able to create business opportunities by opening up job opportunities for others, so that they are not just filling job vacancies available.

The emergence of a desire from students to start a business of course has a strong driving force from within, such as Self-Efficacy. Self-efficacy refers to the belief in the abilities possessed by an individual to drive the motivation, cognitive abilities and actions needed to meet the demands of various existing situations. So, self-efficacy plays an important role in determining a person's success in carrying out certain tasks or certain jobs such as entrepreneurship. With self-efficacy, students will have confidence in themselves so as to encourage their enthusiasm to try to start their business. Confidence to succeed in entrepreneurship makes students never give up in looking for various ideas to start their business.

2. Literature Review and Submission of Hypotheses

2.1. Entrepreneurial Motivation

Motivation is one of the success factors of entrepreneurs in completing their tasks. The greater the motivation, the greater the success achieved. According to Herzberg in (Rusdiana 2014) satisfaction will increase enthusiasm for carrying out activities. Three factors determine motivation, namely: a) Expectations, namely the desire that an effort will be successful. b) Valence, namely the level of attachment, one's inner participation in an activity. c) Equipment/needs, namely supports, tools, abilities possessed by a person to achieve goals. Amiruddin (2016: 36), agrees with Herzberg saying motivation is an encouragement or work spirit that arises in a person to do something according to his expectations. According to Basrowi (2011: 67-68), a person's motivation to become an entrepreneur, namely: a) Profit. An entrepreneur can determine how much profit he wants and the profit to be earned and how much he will pay to other parties and their employees. b) Freedom. Free to manage time, free from pressure rules and free from organizational culture rules.

2.2. Entrepreneurship Education

By referring to the definition of education as education is a conscious and planned effort to realize the learning process in order to mature students and develop their potential so that they have knowledge and skills and the definition of entrepreneurship is a creative and innovative ability to create something new that has benefits for oneself and others. and able to face problems and take advantage of opportunities, then entrepreneurship education can be defined as efforts made by educational institutions to instill knowledge, values, spirit and entrepreneurial attitude to students and students in order to equip themselves to become independent, creative and innovative human beings. Drucker (1985) stated that entrepreneurial capacity can be built with education. In other words, entrepreneurship education will be a means or a tool to create human resources to develop the economic system and community welfare. Fayolle (2008) argues that entrepreneurship education has three categories, namely the purpose of increasing student awareness, teaching techniques, procedures and problem solving, and supporting projects as mutual companies.

Entrepreneurship education is a process to instill knowledge, values, spirit and entrepreneurial attitude to students and students in order to equip themselves to become independent, creative and innovative human beings. Entrepreneurship education has the aim of building an entrepreneurial spirit and training entrepreneurship skills. Entrepreneurship education in this study is an entrepreneurship course in entrepreneurship theory and practice. Entrepreneurship education indicators are entrepreneurship education syllabus, entrepreneurship education learning methods,

entrepreneurship education facilities and infrastructure and environmental conditions for entrepreneurship education lectures

2.3. Self Efficacy

According to Ormrod (2008: 20) self-efficacy is the belief that a person is able to carry out certain behaviors to achieve certain goals. Self-efficacy is very necessary because it is closely related to the individual's confidence in his ability to provide control over all events that will affect his life. This self-confidence will further strengthen individuals to solve problems that exist in every side of their lives. If a person does not believe in his abilities, it will be difficult to solve the existing problems, including in terms of determining the type of work to be undertaken. While individuals with high self-efficacy are individuals who have a positive view of failure and accept their shortcomings as they are, are more active, can take lessons from the past, are able to plan goals and make work plans, are more creative in solving problems and always try harder. to get maximum results. Self-efficacy is an individual's belief about his ability to drive motivation in determining actions to deal with certain situations. One of the forms of this situation is reflected in entrepreneurial activities. Indicators of self-efficacy include the amount of ability, strength, and generality. Hypothesis testing using t-test (partial testing) and F-test (simultaneous testing). The research model used can be seen in the following figure:

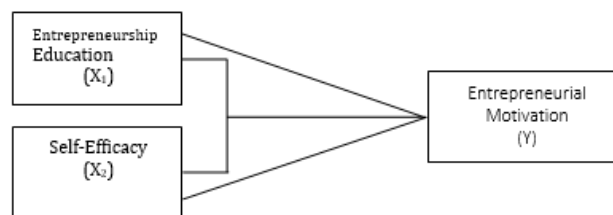


Figure 1. Research Model

3. Method

The type of research used is associative and descriptive research methods. The sampling technique used is simple random sampling method by distributing questionnaires to 107 respondents online via google form. The measurement scale used is ordinal with a Likert scale. The instrument validity test uses the Product Moment correlation technique, while the reliability test uses Cronbach's Alpha. The data analysis method used is descriptive analysis and multiple linear regression analysis. The population in this study were STIE Eka Prasetya students who had independent businesses totaling 147 people. The sampling technique is taken from the population using the Slovin formula. The results of the calculation of the sample after the rounding results obtained a sample of 107 respondents. Jenis penelitian yang digunakan adalah metode penelitian asosiatif dan deskriptif. Teknik pengambilan sampel dengan metode simple random sampling dengan penyebaran kuesioner kepada responden sebanyak 107 responden secara online melalui google form. Skala pengukuran yang digunakan yaitu ordinal dengan skala likert. Uji validitas instrumen menggunakan teknik korelasi Product Moment, sedangkan uji realibilitasnya menggunakan Alpha Cronbach. Metode analisis data yang digunakan adalah analisis deskriptif dan analisis regresi linear berganda. Populasi dalam penelitian ini adalah mahasiswa STIE Eka Prasetya yang memiliki usaha secara mandiri yang berjumlah 147 orang. Teknik pengambilan sampel yang diambil dari populasi dengan menggunakan rumus Slovin. Hasil perhitungan sampel setelah hasil pembulatan diperoleh sampel sebanyak 107 responden.

The Effect of Entrepreneurship Education and Self-Efficacy on Entrepreneurial Motivation of STIE Eka Prasetya's Students (Pesta Gultom)

The equation for multiple linear regression analysis is as follows: $Y = a + b_1X_1 + b_2X_2 + e$

Information:

Y = Entrepreneurial Motivation

X1 = Entrepreneurship Education

X2 = Self Efficacy

a = Constant

b = Regression

Coefficient e = Error

4. Results and Analysis

4.1. Test Validitas and Test Reliabiitas

The results of the validity test can be seen in the table below.

TABLE 1
Validity Test Result

Variables	Statement	rtest
Entrepreneurship Education (X1)	Statement - 11	0,746
	Statement - 12	0,640
	Statement - 13	0,722
	Statement - 14	0,636
	Statement - 15	0,658
	Statement - 16	0,803
	Statement - 17	0,863
	Statement - 18	0,552
	Statement - 19	0,591
	Statement - 10	0,818
	Statement - 11	0,734
	Statement - 12	0,749
Self-Efficacy (X2)	Statement - 21	0,919
	Statement - 22	0,896
	Statement - 23	0,931
	Statement - 24	0,947
	Statement - 25	0,952
	Statement - 26	0,903
	Statement - 27	0,910
	Statement - 28	0,844
Statement - 29	0,935	
Entrepreneurial Motivation (Y)	Statement - 31	0,883
	Statement - 32	0,849
	Statement - 33	0,807
	Statement - 34	0,811
	Statement - 35	0,788
	Statement - 36	0,851
	Statement - 37	0,826
	Statement - 38	0,730
	Statement - 39	0,902

Based on table 1 above, it is obtained for each statement each variable shows $r(\text{test}) > r(\text{table})$ (0.361) so it can be said that the statement used in the research variable is said to be valid.

4.2 Reliability Test

Reliability test result is sated on the Table 2 below.

TABLE 2
RELIABILITY TEST
RESULT

Variable	Number of Item	Cronbach's alpha
Entrepreneurship Education (X1)	12	0,909
Self-Efficacy (X2)	9	0,973
Entrepreneurial Motivation (Y)	9	0,937

Based on Table 2 above, each variable has Cronbach's alpha above 0.6 so it can be declared reliable

4.3 Classical Assumptio Test Normality Test

TABLE 3
UJI KOLGOMOROV-SMIRNOV

		Unstandardized Residual
N		107
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.40396167
Most Extreme Differences	Absolute	.063
	Positive	.063
	Negative	-.040
Kolmogorov-Smirnov Z		.654
Asymp. Sig. (2-tailed)		.786

a. Test distribution is Normal.
b. Calculated from data.

Based on Table 3 above, the results of the Kolmogorov–Smirnov normality test, the resulting significant value is greater than 0.05, which is 0.786, so it can be concluded that the data is normally distributed.

4.4 Multicollinearity Test

The results of the multicollinearity test can be seen in Table 4 below:

TABLE 4
Multicollinearity Test Coefficients^A

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
Entrepreneurship Education	.963	1.039
Self-Efficacy	.963	1.039

a. Dependent Variable: Entrepreneurial Motivation

From Table 4 above, it is known that the Tolerance value of all independent variables is $0.963 > 0,10$ and the value of VIF is $1.039 < 10$. Thus, there are no symptoms of multicollinearity or there is no relationship between the independent variables.

4.5 Heteroskedasticity Test

The results of the heteroscedasticity test can be seen in Figure 2 below.

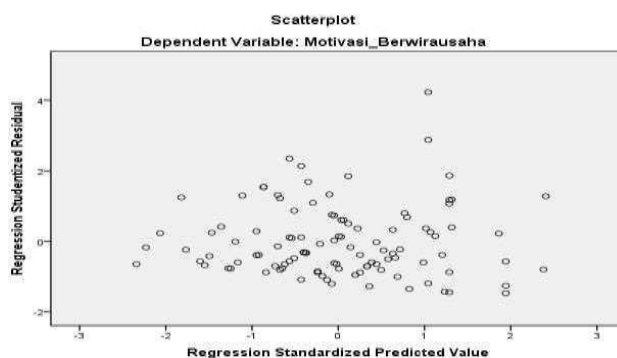


Figure 2. Scatterplot Graph

Based on Figure 2 above, it can be seen that the points do not form a certain clear pattern, and the points spread above and below the number 0 on the Y axis. Thus, it can be concluded that there is no heteroscedasticity problem in the regression model.

4.6 Multi Linear Regression Test

The result of testing multiple linear regression analysis can be seen in table 5 below:

TABLE 5
Multi Linear Regression Coefficients^a

Model	Unstandardized Coefficients	
	B	Std. Error
1 (Constant)	5.227	2.671
Entrepreneurship Education	.411	.068
Self-Efficacy	.446	.067

Dependent Variable: Entrepreneurial Motivation

In table 5 above, it is known that the value of a (constant value) is 5,227, the value of Entrepreneurship Education (X1) is 0.411, and the value of Self-Efficacy (X2) is 0.446. Based on this value, the regression equation is obtained: Entrepreneurial Motivation = $5,227 + 0.411$ Entrepreneurship Education + 0.446 Self-Efficacy + e

Based on the value of the regression coefficient, it can be seen that the self-efficacy variable (X2) is the variable that has the most influence on Entrepreneurial Motivation, which is 0.446 or 44.6 percent. After that, the Entrepreneurship Education variable (X1) is 0.411 or 41.1 percent. From the regression equation, it is known that the value of the Entrepreneurial Education variable (X1) is positive, it means that the higher the Entrepreneurship Education, the higher the Entrepreneurial Motivation. On the other hand, the lower the Entrepreneurship Education, the lower the Entrepreneurial Motivation. Likewise for the variable Self-Efficacy (X2) is positive, it means that the

higher the Self-Efficacy, the higher the Entrepreneurial Motivation. On the other hand, the lower the Self-Efficacy, the lower the Entrepreneurial Motivation.

4.7 Hypothesis Test t-test (Partial Test)

The results of the t-test test can be seen in table 6 below:

TABLE 6
t-test (Partial Test)
Coefficients^a

Model	t	Sig.
1 (Constant)	1.957	.053
Entrepreneurship Education	6.054	.000
Self-Efficacy	6.644	.000

a. Dependent Variable: Entrepreneurial Motivation

Entrepreneurship Education variable (X1) has a value of $t(\text{test})$ is $(6.054) > t(\text{table})$ (1.982) with a significant level of $0.000 < 0.05$ and the Self-Efficacy variable (X2) has a value of $t(\text{test})$ $(6.054) > t(\text{table})$ (1.982) with a significant level of $0.000 < 0, 05$ so that it can be concluded that there is a partially significant positive effect between Entrepreneurship Education, and Self-Efficacy

on Entrepreneurial Motivation in students STIE Eka Prasetya.

Simultaneous Test (F-Test)

The results of simultaneous hypothesis testing (F-Test) can be seen in table 7 below.

TABEL 7
F-Test (Simultaneous Test)
ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	589.684	2	294.842	50.057	.000a
Residual	612.577	104	5.890		
Total	1202.262	106			

a. Predictors: (Constant), Entrepreneurship Education, Self-Efficacy

b. Dependent Variable: Entrepreneurial Motivation

Based on table 7 above, it can be seen that the value of $F(\text{test})$ $(50.057) > F(\text{table})$ (3.08) with a significance of $0.00 < 0.05$ so that it can be concluded that simultaneously there is a significant and positive effect between Entrepreneurship Education and Self-Efficacy on Entrepreneurial Motivation of Students of STIE Eka Prasetya Medan.

4.8 Determination Coefficient Test

The Effect of Entrepreneurship Education and Self-Efficacy on Entrepreneurial Motivation of STIE Eka Prasetya's Students (Pesta Gultom)

The results of testing the coefficient of determination (R²) can be seen in table 8 below:

TABLE 8
Determination Coefficient
Test Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.700 ^a	.490	.481	2.427

4.8.1 Predictors: (Constant), Entrepreneurship Education, Self-Efficacy

4.8.2 Dependent Variable: Entrepreneurial Motivation

Based on table 8 above, it can be explained that the correlation value of R produced by Entrepreneurship Education and Self-Efficacy factors on Entrepreneurial Motivation is 0.700, which means that the relationship between Entrepreneurial Education and Self-Efficacy variables has a positive effect on Entrepreneurial Motivation in STIE Eka Prasetya students, and R² is 0.490 which means that the influence of Entrepreneurship Education and Self-Efficacy is 49% and the remaining 51% is determined by other factors, such as experience, creativity, and other variables

5. Conclusion

Based on the results of the research that has been done, it can be concluded that Entrepreneurship Education has a positive and significant effect on Entrepreneurial Motivation of STIE Eka Prasetya's students. Which means that the higher the Entrepreneurship Education, the Entrepreneurial Motivation will increase. Self-efficacy has a positive and significant effect on Entrepreneurial Motivation of STIE Eka Prasetya's students. It means that the higher the student's self-efficacy, the entrepreneurial motivation will increase. Entrepreneurship Education and Self-Efficacy have a positive and significant effect on Entrepreneurial Motivation of STIE Eka Prasetya's students. It means that the higher the Entrepreneurship Education and Self-Efficacy, the Entrepreneurial Motivation will increase

6. Reference

1. Cucu Suhartini, 2020, "Pengaruh Pengetahuan Kewirausahaan Dan Efikasi Diri Terhadap Motivasi Berwirausaha Mahasiswa Program Studi Pendidikan Bahasa Indonesia Fkip Universitas Kuningan", Vol. 17, No. 02, Equilibrium Jurnal Penelitian Pendidikan Dan Ekonomi, p-0216.5287, e-2614.5839, Kuningan.
2. Daryanto. (2012). Pendidikan Kewirausahaan. Yogyakarta: Gava Media Dewi, K., Yaspita, H., & Yulianda, A. 2020. Manajemen Kewirausahaan.
3. Penerbit Deepublish Publisher, Yogyakarta.
4. Dinar, M., Saiful, A., & Sari, P. (2020). Kewirausahaan. Bandung: Media Sains Indonesia.
5. Dharmawati, M. 2016. Kewirausahaan. Penerbit PT. RajaGrafindo Persada Depok.
6. Fardi, Z., & Rani, I. G. 2019. "Pengaruh Efikasi Diri Terhadap Minat Berwirausaha Mahasiswa Diploma 3 Teknik Sipil Bangunan Gedung FT UNP." Jurnal Cived, Padang.
7. Fattah, H. (2017) Kepuasan Kerja dan Kinerja Pegawai. Yogyakarta: Elmatara.
8. H.A. Rusdiana. (2014). Kewirausahaan Teori dan Praktik. Bandung: CV PUSTAKA SETIA Herlina,
9. V. 2019. Panduan Praktis Mengolah Data Kuesioner Menggunakan SPSS. Penerbit PT. Elex Media Komputindo. Jakarta.
10. Indramayu. (2020). Intensi Berwirausaha. Jawab Barat: Adanu Abimata.
11. Jaya, I. P. B. A., Seminari, N. K. 2016. "Pengaruh Normal Subjektif, Efikasi Diri, dan Sikap Terhadap Intensi Berwirausaha Siswa SMKN di Denpasar." E- Jurnal Manajemen Unud, Semarang.
12. Mardia., Sitomorang, A., & Loka, P. (2021) Kewirausahaan. Medan: Yayasan Kita Menulis.

13. Natalia, C., & Rodhiah. 2019. "Pengaruh Normal Subjektif, Efikasi Diri, dan Sikap Terhadap Intensi Berwirausaha Siswa SMKN di Denpasar." *Jurnal Manajerial dan Kewirausahaan*, Jakarta.
14. Oktaviana, V. D., & Umami, N. 2018. "Pengaruh Efikasi Diri dan Kreativitas Terhadap Intensi Berwirausaha Pada Siswa Kelas XI SMK Negeri 1 Pogalan Tahun Ajaran 2017/2018." *Jurnal Pendidikan Ekonomi*, Malang.
15. Ormrod, J. E. 2008. *Psikologi Pendidikan*. Terjemahan Amitya Kumara. Jakarta: Erlangga.
16. Reza Fahmi, 2012, "Pengaruh Pembelajaran Kewirausahaan Terhadap Motivasi Berwirausaha". *Share Jurnal Ekonomi Dan Keuangan Islam*, p-2089.6239,e-2549.0648, Vol.1 No. 2, Banda Aceh.
17. Santi, N., Hamzah, A., & Rahmawati, T. 2017. "Pengaruh Efikasi Diri, Norma Subjektif, Sikap Berperilaku dan Pendidikan Kewirausahaan Terhadap Intensi Berwirausaha." *Jurnal Inspirasi Bisnis dan Manajemen*, Jawa Barat.
18. Sari, A. P., Anggraini, D. D., & Sari, M. H. N. 2020. *Kewirausahaan dan Bisnis Online*. Penerbit Yayasan Kita Menulis. Medan.
19. Siagian, V. 2020. *Pengantar Kewirausahaan*. Penerbit Yayasan Kita Menulis, Medan.
20. Sri Wahyu Lelly Hana Setyanti, dkk, 2021, "Pengaruh Pendidikan Kewirausahaan, Efikasi Diri Berwirausaha dan Faktor Lingkungan terhadap Minat Berwirausaha Mahasiswa Perguruan Tinggi Islam di Jember", *Jurnal Manajemen Dan Kewirausahaan*, Vol. 9, No. 1, p-2301.9093, e-2540.8259, Jember.