



The Influence of Entrepreneurship Education, Self Efficacy and Locus of Control on Students' Entrepreneurial Intentions in Yogyakarta

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ARTICLE INFO

Keywords: Entrepreneurship Education, Self Efficacy, Locus of Control, Entrepreneurial Intentions

Received : 13, August

Revised : 17, September

Accepted: 24, October

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ABSTRACT

Students as agents of change need to be encouraged to engage in entrepreneurial activities. The first step that can be taken is to grow their intention in the world of entrepreneurship. This activity can be done by providing entrepreneurial knowledge in college. This study aims to examine the effect of entrepreneurship education, self-efficacy and locus of control on students' entrepreneurial intentions. The population in this study were students at private universities in Yogyakarta. The sampling technique in this study used the purposive sampling method, namely selecting samples that matched the criteria used for the study. The criteria for the sample taken are students who have taken or are currently taking entrepreneurship courses. While the data collection method using a questionnaire. The number of respondents who were selected as samples was 101. The data analysis used in this study was multiple regression analysis. Based on the results of the study, it was found that entrepreneurship education, self-efficacy and locus of control had an effect on students' entrepreneurial intentions.

INTRODUCTION

The Indonesian nation is experiencing one of the problems that until now has not been resolved, namely the problem of unemployment. The population increase every year is disproportionate to the existing employment opportunities, the impact is that people do not have jobs and a permanent income. Related to this, with the lack of job opportunities in Indonesia, one of the best ways to reduce the unemployment rate in Indonesia is through entrepreneurship. Based on these facts, entrepreneurship has a very important role. Entrepreneurship has a role in increasing workforce capacity. Entrepreneurship will bring an entrepreneur many benefits.

By entrepreneurship, a person can open up employment opportunities according to his skills and interests in the business field that he is interested in. Therefore, entrepreneurship is a real step that can influence the reduction of unemployment rates in Indonesia. Therefore, students as community role models can encourage a culture of entrepreneurship because the role of students as the nation's next generation must take an important role in the country's economic progress, especially students who have more intention to run a business with high independence.

Entrepreneurship learning methods must be able to transfer not only knowledge and skills but also the ability to create a real business, and gain the spirit of entrepreneurship itself (Triani & Rindrayani, 2021). Entrepreneurship education is very dependent on the acceptance of an entrepreneurial mindset on campus and the creation of an entrepreneurial environment on and around campus (Ranto, 2012). Entrepreneurship education aims to shape humans as a whole, as people who have character, understanding and skills as entrepreneurs (Hoang et al., 2020). According to Indriyani & Margunani (2018) many entrepreneurial skills and expertise are obtained from entrepreneurship education. A student's attitudes, behavior and interest in entrepreneurship are influenced by consideration of various aspects regarding career choices as an entrepreneur. Considerations regarding career choices can vary depending on preferences for the risks they will bear later. Students who are afraid to take risks (risk averters) tend to choose to become a private employee, or ASN, as a career choice, while students who dare to take risks (risk takers) to leave their comfort zone tend to choose to become an entrepreneur as their career choice (Badri & Hachicha, 2019). Based on the description above, this research aims to examine the influence of entrepreneurship education, self-efficacy and locus of control on students' entrepreneurial intentions.

LITERATURE REVIEW

Entrepreneurship Education

It is hoped that entrepreneurship education is not only an obligation to provide lectures, but also requires a social and economic approach. The social approach is where students after graduating from college can create jobs for the surrounding community. Meanwhile, the economic approach is that through entrepreneurship, individuals are able to generate income for themselves, other people and the government (Galvão et al., 2020). The government is well aware that the business world is the backbone of the national economy, so efforts must

be made to improve it continuously. Opportunities for success in the future can be achieved if an entrepreneur really makes good use of opportunities and has self-discipline (Suryana, 2013).

Self-Efficacy

Self-efficacy is an individual's belief regarding his or her ability to carry out his or her duties or actions required to achieve certain results (Garaika & Margahana, 2019). Based on the explanation above, it can be concluded that self-efficacy is a belief that exists within a person or individual regarding their ability to carry out and carry out the tasks at hand so that they can overcome obstacles or obstacles and achieve their expected goals. Furthermore, self-efficacy can be described as a construct related to an individual's success in completing certain tasks. According to this principle, individuals' perceptions of their abilities are expected to improve if previous experiences provide them with positive evidence.

Locus of Control

Locus of control is a personality variable, which is defined as an individual's belief in whether or not a person is able to control fate or events in their life (Adnyana & Purnami, 2016). Individuals who believe that fate or events in their lives are under their control are said to have an internal locus of control (Turker, 2009). Individuals who have an orientation towards an internal locus of control, in this case internalization, will have a strong belief that all events and incidents that happen to them are determined by their own efforts and abilities (Sixesha et al., 2022). Neneh (2022) added in her study that locus of control explains the extent to which individuals believe that they have control over the outcome of events in their lives, as opposed to external forces that are beyond their control.

Entrepreneurial Intentions

Intention is a feeling of interest in a thing or activity and feeling happy about doing it. Entrepreneurial intentions are influenced by the presence of high soft skills because being an entrepreneur requires various skills and strong personal character (Fernandes, 2020). Every entrepreneurial activity and venture that is intended to be initiated is a direct result of entrepreneurial intentions, which may increase at an individual or group level (Elnadi & Gheith, 2021). Entrepreneurial intentions may also be considered as an idea in the business field to start a business in the future. The importance is reflected in the fact that the success of an entrepreneurial venture is highly dependent on the entrepreneurial intention of a prospective entrepreneur, in addition to the readiness of the entrepreneur himself, to face various challenges to achieve appropriate business results (Dragin et al., 2022; Fatahillah & Ranto, 2020).

Previous Research

The results of previous research which will provide an overview regarding entrepreneurship education, self-efficacy, locus of control and

students' entrepreneurial intentions are research conducted by (Mukhtar et al., 2021) which explains that entrepreneurship education has a positive and significant effect on students' entrepreneurial intentions. Triani & Rindrayani (2021) also added in their research that entrepreneurship education has a role in forming entrepreneurial intentions. The higher the student's knowledge of entrepreneurship that is provided through classroom learning, the more open the students' insight into entrepreneurship will be and will foster the intention to become an entrepreneur (Anggraeni & Harnanik, 2015).

In a study conducted by (Garaika & Margahana, 2019), the results showed that self-efficacy had a positive and significant effect on students' entrepreneurial intentions. The same results obtained (Wu et al., 2022) in their study explain that self-efficacy has a role in forming students' entrepreneurial intentions. The increasing student self-efficacy, which is shown by increasing student confidence regarding their ability to carry out their duties, will increase their intention to become entrepreneurs.

A study conducted by (Ermawati et al., 2017) explains that locus of control has a positive and significant effect on students' entrepreneurial intentions. These results are also strengthened by the results of research conducted by (Adnyana & Purnami, 2016) which explains that locus of control has a positive and significant effect on entrepreneurial intentions. The higher a student's level of confidence, the higher their desire to start entrepreneurship, because they believe that all events that happen to them are determined by their own efforts and abilities. Based on the background and previous research that has been presented, the following hypothesis can be formulated:

- H1 : Entrepreneurship education has a positive effect on entrepreneurial intentions
- H2 : Self-efficacy has a positive effect on entrepreneurial intentions
- H3 : Locus of control has a positive effect on entrepreneurial intentions

The framework for thinking in this research can be seen in Figure 1.

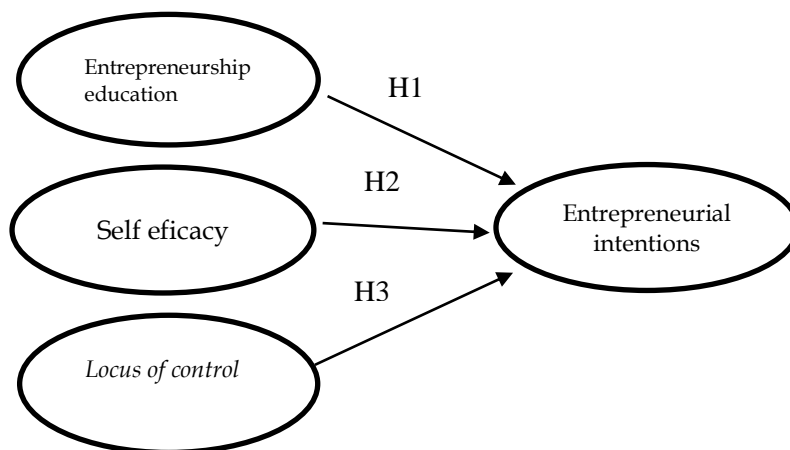


Figure 1. Research Model

METHODOLOGY

The population in this study were private university students in Yogyakarta. The sampling technique in this research uses purposive sampling, namely selecting samples that match the criteria used for research (Sugiyono, 2014). The sample criteria in this research are students who are or have taken entrepreneurship courses. The data collection technique was carried out by distributing questionnaires. The reason the author uses a questionnaire in this research is because he can get a picture of what happened through the answers from the respondents. Furthermore, the data analysis used in this research is multiple linear regression analysis. In this research, the variables are entrepreneurship education, self-efficacy, locus of control as independent variables and entrepreneurial intention as the dependent variable. Hypothesis testing is carried out using the t test. The hypothesis decision is accepted if the calculated t value is greater than the t table value. The next test is the determination test (R²). The determination test is carried out to determine the percentage influence of the independent (free) variable on the dependent (dependent) variable.

RESEARCH RESULT

Respondent Profile

Based on the distribution of questionnaires that had been carried out, 101 respondents were collected who had taken entrepreneurship courses. The following is a profile of respondents based on gender, age, study program, university. Based on gender, there were 41 male respondents or 40.6%, while female respondents were 60 or 59.4%. From this data it was concluded that the majority of female respondents in this study were greater. Based on age, the age of the respondents can be seen from 19 years old to 23 years old. Based on the research results, it is known that the majority of respondents were 21 years old, totaling 31 respondents (30.7%). Based on the study program, it can be seen that 24 respondents came from the economics study program (23.8%), 9 respondents from sharia economics (8.9%), 62 respondents from management (61.4%) and 6 respondents from accounting. (3.0%). Based on tertiary institutions, the distribution of respondents came from the An Nur Al-Quran Science Institute (IIQ) totaling 9 respondents (8.91%), STIB Kumala Nusa totaling 28 respondents (27.72%), Janabadra University totaling 30 respondents (29.70 %), Tamansiswa University numbered 34 respondents (36.66%).

Validity and Reliability Test

Validity shows the extent to which a measuring instrument can measure what is being measured. The validity test is carried out by correlating the score of each item with the total score of each variable. According to Sugiyono (2017), the interpretation of the statements on the research instrument is declared valid by looking at the value, namely if $r_{count} > r_{table}$ or significance at 5% then the research instrument is declared valid. Based on the results of the validity test, it can be seen that the r_{count} value of each statement item from the variables of entrepreneurship education, self efficacy, locus of control and student

entrepreneurial intentions, the r_{count} value $> r_{table}$, the significant value is smaller than 0.50 (5%). Thus, it shows that the statement items as a research instrument are declared valid. Reliability is the basis for understanding how much an instrument can be trusted and can provide actual information according to conditions in the field (Sugiyono, 2017). The instrument in this research can be said to be reliable when the Cronbach Alpha (α) value is >0.60 . The results of the reliability test analysis for the entrepreneurship education variable are $0.796 \geq 0.60$, while the self efficacy variable is $0.849 \geq 0.60$, for the variable The value of locus of control is $0.851 \geq 0.60$, and for the entrepreneurial intention variable the value is $0.869 \geq 0.60$. Thus, each variable item used is reliable.

Table 1. Result of Multiple Linear Regression Test

Variable	Standardized	t	Sig.
	Coefficients		
	Beta		
Entrepreneurship education (X1)	0,240	3,164	0,002
Self efficacy (X2)	0,255	2,779	0,007
Locus of control (X3)	0,427	4,397	0,000

Based on Table 1, it shows that the significance value of the entrepreneurship education variable (X1) is 0.002. Based on these results, it can be shown that entrepreneurship education influences students' entrepreneurial intentions (Y) because the significance value is less than 0.05, so it can be concluded that H1 is accepted. Based on Table 1, it shows that the significance value of the self-efficacy variable (X2) is 0.007. Based on these results, it can be shown that self-efficacy influences students' entrepreneurial intentions (Y) because the significance value is less than 0.05, so it can be concluded that H2 is accepted. Based on Table 1, it shows that the significance value of the locus of control variable (X3) is 0.000. Based on these results, it can be shown that locus of control influences students' entrepreneurial intentions (Y) because the significance value is less than 0.05, so it can be concluded that H3 is accepted.

Table 2. Result of Coefficient of Determination Test (R^2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,818 ^a	0,670	0,659	1,47197

Based on Table 2, the Adjusted R Square coefficient of determination value is 0.659. So it can be concluded that the magnitude of the influence of the variables entrepreneurship education (X1) self efficacy (X 2) and locus of control (X 3) on students' entrepreneurial intentions (Y) is 0.659 (65.9%) and 34.1% is influenced by other variables

DISCUSSION

The first aim of this research is to analyze the influence of entrepreneurship education on students' entrepreneurial intentions. It can be

said that entrepreneurship education has a positive and significant effect on students' entrepreneurial intentions. The results of this research are in line with the formulation of the hypothesis which states that entrepreneurship education has a positive effect on entrepreneurial intentions. The results of this research prove that entrepreneurship education can increase students' entrepreneurial intentions. The results of this research are supported by research conducted by (Astiana et al., 2021) which shows that entrepreneurship education has a positive and significant effect on students' entrepreneurial intentions. Furthermore, Costin et al., (2022) argue that entrepreneurship education is an important factor in growing and developing the desire, spirit and entrepreneurial behavior among the younger generation because education is a source of overall attitudes and intentions to become entrepreneurs.

The second aim of this research is to analyze the influence of self-efficacy on students' entrepreneurial intentions. It can be said that self-efficacy has a positive and significant effect on students' entrepreneurial intentions. The results of this research are in line with the hypothesis formulation which states that self-efficacy has a positive effect on students' entrepreneurial intentions. The results of this research show that the higher the self-efficacy a student has, the higher the student's intention to become an entrepreneur. The results of this research are supported by a study (Wu et al., 2022), which has previously proven that self-efficacy has a positive and significant effect on students' entrepreneurial intentions. The results of this research are in accordance with the theory expressed by Ramalho et al., (2022) which explains that self-efficacy influences a person's belief in whether or not the targeted goals are achieved. The higher a student's self-confidence in his ability to do business, the greater his desire to become an entrepreneur.

The third objective of this research is to analyze the influence of locus of control on students' entrepreneurial intentions. It can be said that locus of control has a positive and significant effect on students' entrepreneurial intentions. The results of this research are in line with the hypothesis formulation which states that locus of control has a positive effect on entrepreneurial intentions. The results of this research show that the higher the locus of control a student has, the student's intention to become an entrepreneur will increase. The results of this research are supported by research conducted by Ermawati et al., (2017), which explains that locus of control has a positive and significant effect on high school students' entrepreneurial intentions. Furthermore, Neneh (2022) stated that several individual characteristics such as locus of control have an important role in the intentions and successful performance of a business entity.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the analysis that has been carried out, it can be concluded that the variables of entrepreneurship education, self-efficacy and locus of control have a positive and significant effect on students' entrepreneurial intentions. These results indicate that the entrepreneurship education process that students receive is able to encourage them to have the intention to become an entrepreneur. The same thing applies to the self-efficacy and locus of control

variables which are able to provide encouragement to the emergence of entrepreneurial intentions among private university students in Yogyakarta. Furthermore, it can be shown that the dominant variable that gives rise to students' entrepreneurial intentions is the locus of control variable, namely the personality factor that can shape students' confidence to dare to become entrepreneurs.

Based on the research results, suggestions that can be given in this research are that the role of universities needs to continue to be improved, especially in providing entrepreneurship education. Through entrepreneurial activities, it is hoped that creative and innovative ideas can emerge and foster the courage to take risks and never be afraid of failure. Confidence and self-confidence in students' abilities needs to continue to be improved through real activities, namely entrepreneurial activities. For future researchers, it is recommended to expand the research, especially in increasing the number of research variables so that more complete information is obtained about the factors that influence students' entrepreneurial intentions.

ADVANCED RESEARCH

Further research can further explore external aspects that can influence students' intentions to become entrepreneurs. Expanding the number of respondents so that we can more comprehensively understand students' intentions to become entrepreneurs.

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