

Effect of Self Efficacy, Subjective Norms, and Level of Education on Student Entrepreneurship Interest

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ABSTRACT

This research aims to examine the effect of self efficacy, subjective norms, and level of education on entrepreneurial interest. This research took a sample of students in Cirebon. The sampling technique used in this study was sampling through purposeful sampling. The sample in this study amounted to 90 students who live in Cirebon. In this study using multiple regression analysis techniques and data processed using the spss program. The results of this study are self efficacy has a positive effect on entrepreneurial interest has a negative effect on entrepreneurial interest.

Keywords : entrepreneurship interest; level of education; self efficacy; subjective norms.

INTRODUCTION

Indonesia is a developing country. The population of Indonesia increases every year, as do job seekers. It requires skilled, intelligent and responsible people. Professional with a high work ethic in job competition. The number of job seekers is more than the available jobs, resulting in many job seekers from all levels of graduate education getting jobs that are not in accordance with the education they received or even being unemployed, which of course will encourage increased unemployment in Indonesia. According to data from the Central Statistics Agency (BPS), the number of unemployed in Indonesia in February 2022 was 8.4 million. Compared to February last year. Thus, Indonesia's Public Unemployment Rate (TPK) in February 2022 is 5.83%. Compared to last year, this percentage has decreased. It is important to note that the ROR for February 2021 is 6.26%. According to BPS Research, Indonesia's workforce reached 144.01 million in February 2022. This figure is also the highest in the last three years.

The Theory of Planned Behavior is a theory that emphasizes the rationality of human behavior and has the belief that target behavior is under the individual's conscious control. Behavior depends not only on a person's intentions, but also on other factors that are not under the individual's control, such as the availability of resources and opportunities for behavioral presentation (Sintya, 2019). Interpretation of factors that influence interest according to the theory of planned behavior Behavior or TPB) according to Farikhoh (2020) namely Attitudes towards behavior, Subjective Norms, and Perceived behavioral control.

According to Lestari (2019), self-efficacy or self-efficacy is a belief about what a person is capable of doing that he does not have as well as what he must do. Self-efficacy is felt by someone who has high self-efficacy because they tend to be more enthusiastic and with greater effort and last longer than students who doubt their abilities. As with entrepreneurship, sometimes someone doesn't want to be an entrepreneur because that person doesn't have the confidence to be able to overcome the risks and challenges when starting a business. According to Wulandari (2013), self-efficacy has three dimensions where each of the three dimensions is involved in a person's performance, namely Magnitude is someone who has the ability to complete tasks with different levels of difficulty. Strength confidence or an individual's persistence in carrying out a task or problem to the best of his ability and generalization the behavior of individuals who feel confident in their ability to carry out their duties.

Subjective norms are normative beliefs and motivations for someone to tend to act based on what is expected by the person who is considered important or based on the norms that apply at that time. According to the subjective norms of Handaru et al (2014), Personal perceptions that are

connected to most people who are important to him, the individual is expected to do or not to do those actions towards someone who is important to him are then used as a reference or standard that guides behavior. According to Maharani et al (2017) education is useful for increasing knowledge, from initially not knowing anything to knowing something. It is believed that educational background can influence a person's interest in starting a business in the future. The higher the level of education, the greater the vigilance in finding sources of funds for his business.

Interest is defined as a state of mind, related to which a person's thoughts, attention, experiences and behavior will be directed towards achieving goals or objectives that are meaningful to these people. In other words, interests will shape the goals, strategies and behavior of those who seek to achieve those benefits. Previous research on interest in entrepreneurship is influenced by various factors, including education, entrepreneurship, family environment, and self-efficacy. This research will retest variables that influence interest in entrepreneurship, such as self-efficacy, subjective norms and level of education and the influence of interest in entrepreneurship on students.

METHODS

The method used in this study is a quantitative method. Quantitative methods are based on the philosophy of positivism and can be interpreted as those used to study a particular population or sample. Sampling procedures are usually performed randomly. Data from research instruments will be used for data collection. Data analysis is quantitative/statistical and designed to test existing hypotheses. The population in this study were Cirebon students. These students had career choices after college, especially aspiring to become entrepreneurs. This research has 18 indicators, to find out the number of respondents used for this research, namely $5 \times 18 = 90$. So in this research there are 90 respondents. Considerations for sampling in this research are respondents who meet the following criteria: Respondents aged 17 to 30 years, Respondents are students, Respondents live in Cirebon.

RESULTS

Table 1
Normality Test Results

	Unstandarized Residual
Kolmogorov Smirnov Z	1.329
Asymp. Sig (2-tailed)	0.058

Source: processed data

This can be seen from Table 1, the Kolmogorov Smirnov Z value is 1.329 with a significant value (Asymp.s 2-tailed) of 0.058. This shows that the significance is more than 0.05, which means the residuals are normally distributed, thus strengthening the assumption of normality in the regression model of this research. This can be seen from Table 2, that each variable has a Tolerance value of ≥ 0.10 and a Variance Inflation Factor (VIF) value of ≤ 10 . So it can be stated that there is no multicollinearity in the research variables. This can be seen from Table 3 that the calculated t value $< t$ table which shows that in this model there is no heteroscedasticity problem. Thus, it can be concluded that in the regression model there is no heteroscedasticity problem.

Table 2
Multicollinearity Test Results

Model	Collinearity Statistics	
	Tolerance	VIF
1 Self Efficacy	,262	3,814
Subjective Norms	,831	1,204
Level of education	,265	3,775

Source: processed data

Table 3
Heteroscedasticity Test Results

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9,284	3	3,095	2,721	,049b
	Residual	103,477	91	1,137		
	Total	112,760	94			

Source: processed data

Table 4
Multiple Regression Test Results

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5,492	1,824		3,011	,003
	Self Efficacy	,448	,140	,471	3,194	,002
	Subjective Norms	,327	,077	,353	4,258	,000
	Level of education	,002	,234	,002	,010	,992

Source: processed data

Based on the regression results as shown in Table 4, the following regression model equation is obtained: Interest in Entrepreneurship (Y) = 5,492 + 0,448X₁ + 0,327X₂ + 0,002 + 0₃

1. A constant of 5.492 means that if self-efficacy, subjective norms and regional education level do not exist then interest in entrepreneurship is 5.492.
2. The regression coefficient X₁ is 0.448, meaning that every one unit increase in self-efficacy will increase interest in entrepreneurship by 0.448. On the other hand, every one unit decrease in self-efficacy will reduce interest in entrepreneurship by 0.448, assuming that X₂ remains constant.
3. The regression coefficient X₂ is 0.326, meaning that every one unit increase in subjective norms will increase interest in entrepreneurship by 0.327.
4. Regression coefficient X₃ is 0.002, meaning that for every one unit increase in education level the interest in entrepreneurship will be 0.002.

Based on Table 4, the influence of each variable can be seen as follows:

1. Self Efficacy (X₁) has a probability value of 0.002 and a coefficient value of 0.448, meaning that self efficacy partially has a significant positive influence on interest in entrepreneurship.
2. Subjective Norms (X₂) have a probability value of 0.000 and a coefficient value of 0.327, meaning that subjective norms partially have a significant positive influence on interest in entrepreneurship.
3. Education level (X₃) has a probability value of 0.992 and a coefficient value of 0.002, meaning that subjective norms partially have no influence on interest in entrepreneurship.

In this test, the confidence level used is 95% or a significance level of 5%. The criteria in this test are if F count > F table, then H₀ is not supported and H_a is supported.

Table 5
F Statistical Test Results

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	244,935	3	81,645	28,142	,000b
	Residual	264,012	91	2,901		
	Total	508,947	94			

Source: processed data

This can be seen from Table 5, that there is a significance value of 0.000 and a calculated F value of 28.142. This shows that the significance value of 0.000 is smaller than 0.05 and the calculated F value of 28.142 is greater than the F table value of 3.095. Based on these results, the regression model can be used to predict interest in entrepreneurship or it can be said that all independent variables, namely self-efficacy, subjective norms and level of education, have a significant influence on the dependent variable, namely interest in entrepreneurship.

In this study, the determination coefficient (R²) was tested to test how much influence the leadership trilogy variables and the accessibility of regional financial reports have on the transparency

of financial reporting. This can be seen from Table 6, the coefficient of determination test in the table above, the Adjusted R Square value is 0.464, meaning that the influence of self-efficacy, subjective norms and level of education on interest in entrepreneurship is 46.4%. The remaining 53.6% is influenced by other factors that were not observed in this study.

Table 6
Coefficient of Determination Test Results (R2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,694a	,481	,464	1,70330

Source: processed data

Self-efficacy influences interest in entrepreneurship. This is based on the data obtained, namely the self efficacy variable has a beta regression coefficient value of 0.448 with a significance value of $0.002 < 0.05$. Research conducted by Nuryanto et al (2019) has identified that students' strengths and weaknesses, especially in the self-efficacy factor regarding entrepreneurial intentions, provide a clear career path. The influence of self-efficacy is an important predictor of entrepreneurial intentions. This relationship depends on the subjective assessment of whether entrepreneurship can fulfill personal needs.

Subjective Norms influence students' entrepreneurial interest. This is based on the data obtained, namely the subjective norm variable has a beta regression coefficient value of 0.327 with a significance value of $0.000 < 0.05$. The results of this study are in line with research Wedayanti & Giantari (2016) found that subjective norms have a positive and significant effect on entrepreneurial interest. Apart from that, this research is also supported by research conducted by Wipraja & Piartini (2019) who found that subjective norms have a significant positive influence on entrepreneurial interest. The results of this study are not in line with research studies Nuryanto *et al.*, (2019) which states that subjective norms have a negative influence on entrepreneurial interest. Furthermore, the results of this study are not in line with research studies Adi *et al.*, (2017) and Hartono & Puspitowati (2019) which states that subjective norms have no influence on the entrepreneurial interest of students at the Faculty of Economics at Tarumanegara University. The level of education influences the transparency of regional financial reporting. This is based on the data obtained, namely the education level variable has a beta regression coefficient value of 0.002 with a significance value of $0.992 > 0.05$. The results of this study are in line with research Wardani & Nugraha (2021) found that entrepreneurship education has no influence on interest in entrepreneurship. However, the results of this study contradict the results of research conducted by Atiningsih & Kristanto (2018) who found that the level of education had a positive influence on interest in entrepreneurship.

CONCLUSION

Based on the results of the analysis and discussion, it can be concluded that self-efficacy has a positive impact on interest in entrepreneurship. Thus, the higher the family's self-efficacy, the higher the student's interest in entrepreneurship, and vice versa, the lower the family's self-efficacy and social support, the lower the student's interest in entrepreneurship. Subjective norms positively influence interest in entrepreneurship. In other words, the higher the subjective norms, the higher the entrepreneurial intentions of female students in Cirebon. Education level has no influence on interest in entrepreneurship. This shows that the level of education possessed by students does not influence students' interest in entrepreneurship.

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