

Student Entrepreneurial Readiness with Self-Efficacy as an Intervening Variable

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ABSTRACT

This study aims to test the entrepreneurial readiness model by presenting self-efficacy as an intervening variable that mediates the relationship between entrepreneurial attitudes and entrepreneurial knowledge. In addition, seven hypotheses were proposed in this study to determine the direct effect between the independent variables of entrepreneurial attitude and entrepreneurial knowledge, through the intervening self-efficacy variable on the dependent variable of entrepreneurial readiness. The population in this study were all students of the Entrepreneurship Study Program, Universitas Negeri Makassar, totaling 306 students and a total sample of 196 respondents, which was generated using a proportional random sampling technique. Data collection by questionnaire, data analysis through Path Analysis. Based on the results of research that has been done, directly and indirectly through self-efficacy, entrepreneurial attitudes and entrepreneurial knowledge have a positive and significant relationship to student interest in entrepreneurship. This is the basis that in this study, student entrepreneurship readiness is largely determined by the attitude and knowledge of entrepreneurship, both directly and through self-efficacy.

Keywords: Entrepreneurial attitude, entrepreneurial knowledge, entrepreneurial readiness, self-efficacy.

INTRODUCTION

It is time for the young generation to leave the mindset of becoming an employee or civil servant. It's time for young people to change their perspective to make entrepreneurship a job and career choice (Suyatna & Nurhasanah, 2015; Ozaralli & Rivenburgh, 2016). The choice to become an entrepreneur is in accordance with the current conditions where the very limited job opportunities are not proportional to the unlimited number of high school and tertiary graduates (Asanov et al., 2021; Campbell, I., & Price, 2016). Therefore, various countries such as Indonesia through policies in the field of education try to change the paradigm of the younger

generation so that they prefer and are ready to become entrepreneurs rather than being employees or employees.

The solution to the employment opportunity problem is to produce graduates who have the capacity to develop themselves to become entrepreneurs (Din et al., 2016; Robinson et al., 2016), both from formal institutions such as educational institutions and from non-formal institutions such as courses and training. In addition, graduates of educational institutions are expected to have entrepreneurial attitudes and knowledge which can become capital and be ready for entrepreneurship (Boldureanu et al., 2020; Bergmann et al., 2016). Apart from being a solution for yourself, entrepreneurship can be useful for other people because it requires employees to run the business. Entrepreneurship is considered as a way to reduce unemployment which is expected to continue to increase (Prasetyo & Kistanti, 2018). Besides being able to reduce the increasing number of unemployed, entrepreneurship is considered to be able to increase the welfare and foreign exchange of the country (Hendrawan & Siren, 2020; Kadeni, 2020). According to Melyana & Pujiati (2015). Regions of a country with high levels of entrepreneurship usually have strong economic performance and higher levels of prosperity. This means that entrepreneurship or opening new businesses can reduce and minimize the level of poverty and unemployment in the region.

Currently in Indonesia, the unemployment rate for undergraduate level tertiary graduates according to data released by the Central Statistics Agency in February 2022 shows 5.83% of the total working age population of 208.54 million people are unemployed. In fact, as in some previous research where the largest unemployment rate comes from diploma and undergraduate graduates (Astuti, 2019; Isnaini & Lestari, 2016; Najirah et al., 2021).

Entrepreneurship courses in tertiary institutions as one of the ways that are carried out by tertiary institutions which aim to: develop a professional attitude so that tertiary graduates are not awkward about entering the workforce (Zulaehah et al., 2018), having students who already have a career choice to become an entrepreneur (Indahsari & Puspitowati, 2021), has students who are able to compete in the times (Prastyaningtyas & Arifin, 2019), preparing resources for now and in the future which are able to contribute to the needs of the business world and industry (Sembiring & Nawawi, 2022) and able to produce graduates who are creative, innovative, adaptive, and productive and able to solve one of the nation's problems, namely unemployment and poverty (Damanik et al., 2022). In the end, higher education institutions have a tough task in shaping graduates to have an entrepreneurial spirit because in Indonesia, entrepreneurship education has not received more attention and is still not considered important.

Entrepreneurship is a good potential in the field of economy and national development. This is what drives someone to choose entrepreneurship. Will however, the entrepreneurship readiness of the Indonesian people is still very low as seen from the data on the interest in entrepreneurship of the Indonesian people, namely 0.18% of total population (Tahirs & Rambulangi, 2020; Sari, 2012). However, in reality it is not easy to start a business. They do not dare to take risky jobs such as entrepreneurship. The courage to start is the main capital that must be possessed by someone to enter the business world (Sabela et al., 2014). But courage alone is not enough, courage without entrepreneurial skills and abilities often leads us to failure (Umam & Supratono, 2014).

Some previous research that has been done related to ways to reduce unemployment, such as Entrepreneurship is considered as a solution to the large number of unemployed college graduates (Citradewi & Margunani, 2016), the ability in entrepreneurship should be built consciously from an early age (Suprihatin & Dewi, 2018), finally the younger generation also began to make entrepreneurship as a career choice which turned out to be important for supporting the welfare of the nation in the future (Sulistiani et al., 2023). In addition, an

excessive fear of failure and loss due to low self-esteem makes a person's readiness for entrepreneurship low, to reduce unemployment for Bachelor graduates through education.

Willingness, desire and ability to do entrepreneurship depend on the level of maturity, past experience, mental and emotional state of a person is the notion of entrepreneurial readiness in this study (Muawwanah et al., 2020; Butar-Butar et al., 2022; Dora, 2019; Metia & Mutiawati, 2019). While skills; future oriented; and interest are indicators of entrepreneurial readiness. Attitudes that are formed through behavior that can grow and develop in a person, accompanied by a willingness to act and react to entrepreneurial stimuli are the notions of entrepreneurial attitudes in this study (Selvi & Untari, 2019; Melyana & Pujiati, 2015). Meanwhile, sensitive, observant, and creative are indicators of an entrepreneurial attitude.

Knowledge, art and behavior, traits, characteristics, and character of a person who creatively translates innovative ideas into the real world is the definition of entrepreneurial knowledge in this study (Setiawati & Rozinah, 2020; Velayati, 2021; Hartoyo & Wahyuni, 2020). Meanwhile, high commitment to the task, willing to be responsible, and the ability to lead are indicators of entrepreneurial knowledge. One's belief in one's ability to organize and be able to display effective behavior so that one can complete certain tasks properly is the notion of self-efficacy in this study (Ahriana et al., 2016; Fatimah et al., 2021). Meanwhile, magnitude (level), generality (breadth), and strength (individual strength of belief) are indicators of self-efficacy which are intervening variables in this study.

The reason for the researchers conducting this research is that there is a phenomenon in tertiary institutions that have not succeeded in producing graduates who are capable of entrepreneurship, whereas preferably, as university graduates or graduates of entrepreneurship study programs, students should be required to be ready to become entrepreneurs or run businesses. Therefore, researchers decided to examine the model of student entrepreneurship readiness by trying to analyze whether there is a positive relationship and direct or indirect influence of entrepreneurial attitudes and entrepreneurial knowledge on student entrepreneurship readiness with self-efficacy as an intervening variable in entrepreneurship students at Universitas Negeri Makassar. We as Researchers choose Universitas Negeri Makassar Entrepreneurship Student because it is an Entrepreneurship Program where students are relatively determined to do entrepreneurship. In addition, they are less vulnerable to being unemployed because they are already equipped with the ability to become entrepreneurs in the future.

METHOD

Model and Research Hypothesis

This study uses a quantitative approach with several variables to be tested for their influence with the resulting data in the form of numbers (Arnata, 2015). Quantitative research is research by testing objective theory by analyzing the relationship between variables (Creswell, 2013). This type of quantitative research always has descriptive questions about the dependent and independent variables as well as questions about how the relationship between the dependent and independent variables is. The hypothesis is tested using data analysis from the Path Analysis results (Wahyuni & Sihombing, 2013; Sarwono, 2006). The following is the research design.

Population and Sample

The population in this study were students of the Entrepreneurship Study Program, Universitas Negeri Makassar (UNM) batches 19,20,21 and 22 who were active in Learning Entrepreneurship Courses with a total of 306 students. While the sampling technique used the Proportional Random Sampling technique, which was calculated using Slovin with a sample of

196 respondents or 64% of the total population.

Data collection

Data collection was carried out by determining the research subject, namely Entrepreneurship students at Universitas Negeri Makassar by using a questionnaire. The questionnaire used is a closed questionnaire using digital media or often referred to as the Google form while the scale used is the Likert scale. Giving a score using a Likert scale with 5 alternative answers, namely: Strongly Disagree: 1, Disagree: 2, Simply Agree: 3, Agree: 4, and Strongly Agree: 5. Then the data is analyzed using the Statistical Package for The Social Science application or which is now better known as Statistical Product and Service Solutions (SPSS) version 27. The data analysis used in this study is the path analysis method.

RESULTS AND DISCUSSION

Hypothesis test

Hypothesis testing is used to test the effect of exogenous variables directly and indirectly on endogenous variables. The hypothesis is accepted or rejected based on the criteria if the p-value <0.05 then H0 is accepted, or it is stated that the regression coefficient obtained is significant. The results of testing the hypothesis of direct and indirect influence can be known through the following table:

Table 1
Indirect Hypothesis Testing Results

Summary models				
Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.906a	.821	.807	1.96899

a. Predictors: (Constant), Self-Efficacy, Entrepreneurial Attitudes, Entrepreneurial Knowledge

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	std. Error	Betas		
1	(Constant)	.419	1,670		.251	.803
	Entrepreneurial Attitude	.029	.091	.054	.315	.754
	Entrepreneurship Knowledge	.514	.129	.890	3,973	.000
	Self-Efficacy	-.044	.194	-.037	-.229	.820

a. Dependent Variable: Entrepreneurial Readiness

As for obtaining the effect of error (e1) the formula is used:

$$e1 = 1 - R^2 = 1 - 0.821 = 0.179$$

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 Z + e_1$$

$$Y = 0.054 X_1 + 0.890 X_2 + (-0.037) Z + 0.423$$

The coefficient of determination is 0,423 shows the direct influence of entrepreneurial attitude, entrepreneurial knowledge and self-efficacy on the variable Y Entrepreneurial Readiness of 42.3% while 57.7% is influenced by other variables outside this model or research.

Table 2
Results of Direct Hypothesis Testing

Summary models				
Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.906a	.820	.811	1.60796

a. Predictors: (Constant), Entrepreneurial Knowledge, Entrepreneurial Attitudes

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	std. Error	Betas		
1	(Constant)	3,120	1,271		2,454	.019
	Entrepreneurial Attitude	-.002	.074	-.005	-.032	.974
	Entrepreneurship Knowledge	.434	.080	.911	5,405	.000

a. Dependent Variable: Self-Efficacy

As for obtaining the effect of error (e2) the formula is used:

$$e2 = 1 - R^2 = 1 - 0.820 = 0.180$$

$$Y = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Y = -0.005 X_1 + 0.911 X_2 + 0.424$$

The coefficient of determination of 0.424 shows a direct effect of Entrepreneurial Attitude and Entrepreneurial Knowledge on the variable Z Self-Efficacy of 42.4% while 57.6% is influenced by other variables outside this model or research. Entrepreneurial attitude has a negative and insignificant effect on Entrepreneurial Readiness through the Self-Efficacy variable.

Indirect influence:

$$= X_1 \rightarrow Y \rightarrow Z$$

$$= \beta_3 \times \beta_5$$

$$= -0.005 \times (-0.037)$$

$$= 0.000$$

Entrepreneurship Knowledge has a negative and insignificant effect on Entrepreneurial Readiness through the Self-Efficacy variable.

Indirect influence:

$$= X_2 \rightarrow Y \rightarrow Z$$

$$= \beta_4 \times \beta_5$$

$$= 0.911 \times (-0.037)$$

$$= -0.033$$

H1: It is known that the significance value of the Entrepreneurial Attitude variable is 0.754 greater than 0.05 and the Beta value is 0.054. it is concluded that the entrepreneurial attitude variable has no significant effect on the entrepreneurial readiness variable (H1 Rejected).

H2: It is known that the significance value of the Entrepreneurship Knowledge variable is 0.000, less than <0.05 and the Beta value is 0.890. it is concluded that the Entrepreneurship Knowledge variable has a significant effect on the Entrepreneurial Readiness variable (H2 Accepted).

H3: It is known that the significance value of the Entrepreneurial Attitude variable is 0.974 greater than 0.05 and the Beta value is -0.005. it is concluded that the variable Entrepreneurial Attitude has no significant effect on the Self-Efficacy variable (H3 Rejected).

H4: It is known that the significance value of the Entrepreneurship Knowledge variable is 0.000, less than <0.05 and the Beta value is 0.911. it is concluded that the Entrepreneurship Knowledge variable has a significant effect on the Self-Efficacy variable (H4 Accepted).

H5: It is known that the significance value of the Self-Efficacy variable is 0.820 greater than 0.05 and the Beta value is -0.037. it is concluded that the Self-Efficacy variable has no significant effect on the Entrepreneurial Readiness variable (H5 Rejected).

H6: Is knownThe influence of entrepreneurial attitudes on Entrepreneurial Readiness through Self-Efficacy has a Beta value of 0.054. Based on these results it can be concluded that **(H6 Rejected)**

H7: Is knownThe influence of Entrepreneurial Knowledge on Entrepreneurial Readiness through Self-Efficacy has a Beta value of 0.857. Based on these results it can be concluded that **(H7 Accepted)**

Path Analysis

The research was conducted for 4 (four months) starting from May-September 2022 in cities that are representative as tourist destinations in Indonesia. The provinces of Bali and DI Yogyakarta are the research locations. The following is the location identity and data collection profile:

The following is the result of the interpretation of the path analysis which can be seen in table 4 below.

Table 3
Path Analysis Results

Influence Between Variables	Influence		Total
	Direct	Indirect	
Effect of X1→Y	0.054	-	0.054
Effect of X2→Y	0.890	-	0.890
Effect of X1→Z	-0.005	-	-0.005
Effect of X2→Z	0.911	-	0.911
Effect of Z → Y	-0.037	-	-0.037
Effect of X1→Z→Y	0.054	0.000	0.054
Effect of X2→Z→Y	0.890	-0.033	0.857

Based on the structure of this research model, the empirical equation can be made as follows.

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_5 Z + e_1$$

$$Y = 0.054 X_1 + 0.890 X_2 + (-0.037)Z + 0.423$$

$$Z = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Z = (-0.005)X_1 + 0.911 X_2 + 0.424$$

The following is the result of the path analysis in diagrammatic form.

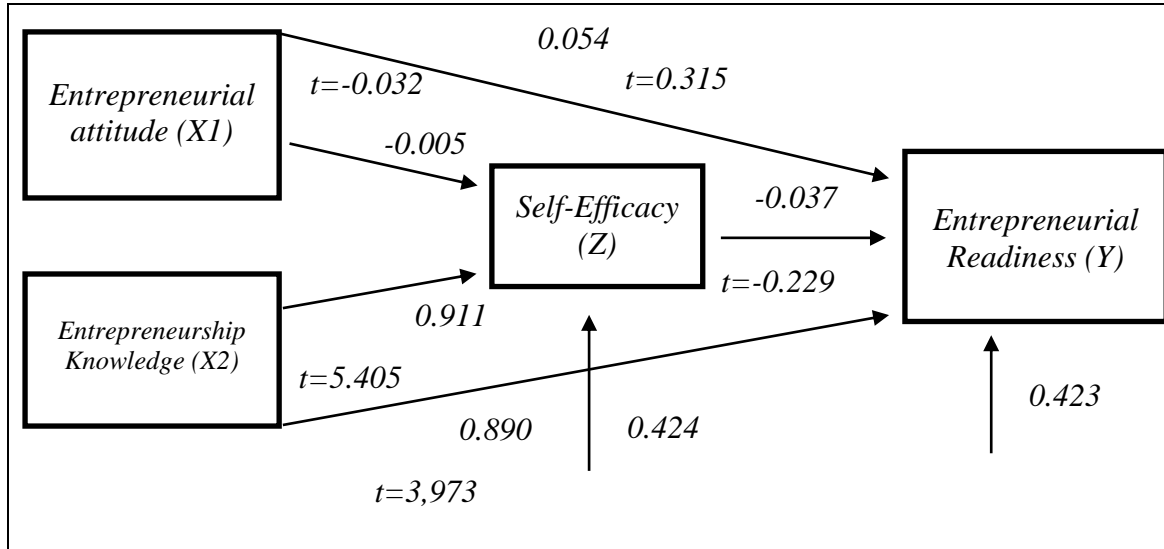


Figure 1 Path Analysis Results Model

Figure 1 above explains the standardized beta and the magnitude of the indirect and direct influence of each variable.

Coefficient of determination: $R = 1 - P_e * P_e \dots \dots \dots P \cdot m^2 1^2 2^2 ex^2$

Interpretation (R) determination as follows: m^2

$R = 1 - () () = 1 - 0.031 = 0.969 m^2 0,423^2 0,424^2$

Based on the coefficient of determination above, it shows a direct and indirect effect of 0.969 or 96.9%, in other words, the information contained in the data (96.9%) is explained by the model. Meanwhile (3.1%) is explained by variables outside the model.

Discussion

1. The Influence of Entrepreneurial Attitudes on Entrepreneurial Readiness in Entrepreneurship Study Program Students

The results of this study state that there is no positive and significant relationship between Entrepreneurial Attitudes and Entrepreneurial Readiness in Students Universitas Negeri Makassar entrepreneurship. Students of the Entrepreneurship Study Program, Universitas Negeri Makassar, in terms of their Entrepreneurial Attitudes, cannot make them have Entrepreneurial Readiness. The results of this study are not in line with previous research conducted by Zulfiqaret al. (2017) where the results of the study show that entrepreneurial attitudes have a significant positive effect on entrepreneurial readiness among young people.

2. The Effect of Entrepreneurship Knowledge on Entrepreneurial Readiness in Entrepreneurship Study Program Students

The results of this study state that there is a positive and significant relationship between Entrepreneurship Knowledge and Entrepreneurship Readiness in Entrepreneurship Students at Universitas Negeri Makassar. Students of the Entrepreneurship Study Program at Universitas Negeri Makassar in terms of their Entrepreneurship Knowledge can make them have Entrepreneurial Readiness. The results of this study are in line with previous research conducted

Wijayanti et al. (2016) where the results of the study show that the more knowledge students have about entrepreneurship, the higher the readiness of students for entrepreneurship.

3. The Effect of Entrepreneurial Attitudes on Self-Efficacy in Entrepreneurship Study Program Students

The results of this study state that there is no positive and significant relationship between Entrepreneurial Attitudes and Self-Efficacy in Entrepreneurship Students at Universitas Negeri Makassar. Students of the Entrepreneurship Study Program, Universitas Negeri Makassar, in terms of their Entrepreneurial Attitudes, cannot make them have Self-Efficacy. The results of this study are not in line with previous research conducted Fenech et al. (2019) where the results of the study show that Entrepreneurial Attitudes have a positive effect which is a function of self-efficacy possessed by entrepreneurs.

4. The Effect of Entrepreneurship Knowledge on Self-Efficacy in Entrepreneurship Study Program Students

The results of this study state that there is a positive and significant relationship between Entrepreneurship Knowledge and Self-Efficacy in Entrepreneurship Students at Universitas Negeri Makassar. Students of the Entrepreneurship Study Program, Universitas Negeri Makassar, in terms of their Entrepreneurial Knowledge, can make them have Self-Efficacy. The results of this study are in line with previous research conducted by Aprilianty (2012) which shows that there is a positive and significant influence of entrepreneurial knowledge on Self-Efficacy.

5. The Effect of Self-Efficacy on Entrepreneurial Readiness in Entrepreneurship Study Program Students

The results of this study state that there is no positive and significant relationship between Self-Efficacy and Entrepreneurship Readiness in Entrepreneurship Students at Universitas Negeri Makassar. Students of the Entrepreneurship Study Program, State University of Makassar, in terms of self-efficacy cannot make them have Entrepreneurial Readiness. The results of this study are not in line with previous research conducted by Apiatun & Prajanti (2019) where the results of the study state that self-efficacy has a positive and significant effect on entrepreneurial readiness.

6. The Influence of Entrepreneurial Attitudes on Entrepreneurial Readiness through Self-Efficacy in Entrepreneurship Study Program Students

The results of this study state that there is no positive and significant relationship between Entrepreneurial Attitudes and Entrepreneurial Readiness through Self-Efficacy in Entrepreneurship Students at Universitas Negeri Makassar. Students of the Entrepreneurship Study Program, Universitas Negeri Makassar, in terms of their Entrepreneurial Attitudes, cannot make them Entrepreneurial Readiness through Self-Efficacy. The results of this study are not in line with previous research conducted by Melyana & Pujiati (2015) where the results of his research state that entrepreneurial attitudes influence entrepreneurial readiness indirectly through self-efficacy in a positive and significant way.

7. The Effect of Entrepreneurship Knowledge on Entrepreneurial Readiness through Self-Efficacy in Entrepreneurship Study Program Students

The results of this study state that there is a positive and significant relationship between Entrepreneurship Knowledge and Entrepreneurial Readiness through Self-Efficacy in Entrepreneurship Students at Universitas Negeri Makassar. Students of the Entrepreneurship Study Program, State University of Makassar, in terms of their Entrepreneurial Knowledge, can make them Entrepreneurial Readiness through Self-Efficacy. The results of this study are in line with research that was also conducted by Melyana & Pujiati (2015) where the results of his research stated that self-efficacy proved to be a mediation effect of entrepreneurial knowledge shown in students of State Vocational Schools in the city of Semarang on entrepreneurship readiness.

CONCLUSION

Based on the results of the data analysis carried out, directly entrepreneurial attitudes towards entrepreneurial readiness and Self-Efficacy do not have a positive and significant influence, meaning that Entrepreneurship Students at Universitas Negeri Makassar in their Entrepreneurial Attitudes cannot make them have Entrepreneurial Readiness and do not have Self-Efficacy. However, entrepreneurial knowledge influences entrepreneurial readiness and self-efficacy, both positively and significantly, meaning that the higher the entrepreneurial knowledge, the higher the entrepreneurial readiness and self-efficacy. For the indirect effect of Entrepreneurial Attitudes on Entrepreneurial Readiness through Self-Efficacy states that there is no positive and significant relationship. Whereas Entrepreneurship Knowledge on Entrepreneurship Readiness through Self-Efficacy states that there is a positive and significant relationship, meaning that Entrepreneurship Study Program Students at Universitas Negeri Makassar can make them have Entrepreneurial Readiness through Self-Efficacy, but entrepreneurial attitudes cannot make them have Entrepreneurial Readiness through Self-Efficacy. This is the basis that in this study, the model of student entrepreneurship readiness is largely determined by the attitude and knowledge of entrepreneurship, both directly and through self-efficacy.

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