

The Effect of Self-Efficacy and Entrepreneurial Mindset on Entrepreneurial Interests Student in Management Study Program Sembilanbelas November Kolaka University

Hendrik, Almansyah Rundu Wonua, Muhammad Hasan

Program Studi Manajemen Universitas Sembilanbelas November Kolaka

*Correspondence email: hendrik.mantap@gmail.com

Abstract. *To be able to reduce unemployment in educated students, one of the other options is entrepreneurship. Entrepreneurship can help reduce unemployment and make the younger generation aware and understand that they have alternatives in choosing their destiny by starting their own business and no need to keep looking and waiting to accept a job. This study aims to determine the effect of self-efficacy and entrepreneurial mindset on the entrepreneurial interest of students of the Management Study Program, Ninebelas November Kolaka University. The research method used in this research is quantitative, with questionnaires to answer the research problem formulation. The population in this study was 413 students of the USN Kolaka Management Study Program, with a sample of 203 people based on Slovin's formula used. The analytical tool used was SPSS 23 to test the validity and reliability, while Partial Least Square (PLS) tests the research hypothesis model. The results of the analysis state that: 1) self-efficacy can increase interest in entrepreneurship; 2) an entrepreneurial mindset can increase interest in entrepreneurship.*

Keywords: *entrepreneurial interest; entrepreneurial mindset; self-efficacy*

INTRODUCTION

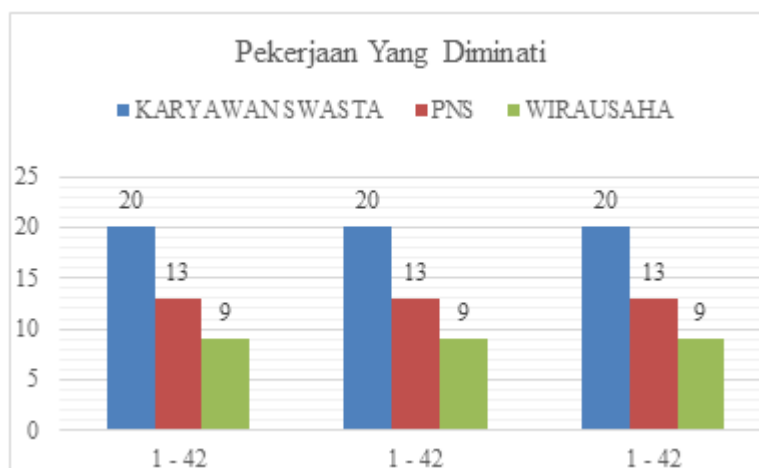
Entrepreneurs are people who change the value of resources, labor, energy, materials, and other factors of production to be greater than before and make changes, discoveries, and new ways (Chayudiprastiwi, 2019). Such is the significant role that entrepreneurs contribute to nation-building. However, this is inversely proportional to the situation that occurs because there is still a lack of individual interest in entrepreneurship because many think that being a civil servant and private employee is more prestigious than being a job creator (Self et al., 2017), besides that, many people are still not considering entrepreneurship to be a promising career, there is no capital, no courage to take risks and also a lack of interest in entrepreneurship (Marini & Hamidah, 2014). Interest is an individual's interest in something, then running it patiently, looking for experience based on his efforts, and taking advantage of that experience by developing it; as a result getting good results (Moscow, 2019). Therefore, it is necessary to have self-awareness as early as possible for individuals in terms of growing interest in entrepreneurship because interest is not brought from birth but grows and develops within the individual (Marini & Hamidah, 2014). Thus, cannot happen just like that but through stages or processes that take place continuously and involve many factors (Rukmana, 2018), such as self-efficacy factors and an entrepreneurial mindset (Putry et al., 2020; Marini & Hamidah, 2014; Purwaningsih, 2019).

Self-efficacy is a person's belief in his ability to carry out tasks and overcome obstacles to achieve his goals (Permana et al., 2017). *Self-efficacy* makes individuals feel able to start something, especially in entrepreneurship. Putry et al. (2020) suggest that if a person's self-efficacy increases, his interest in entrepreneurship will also increase. The lower self-efficacy, the lower his entrepreneurial interest; therefore, self-efficacy greatly influences individual interest in entrepreneurship, in line with research conducted by Marini & Hamidah (2014) indicates that self-efficacy has a positive and significant effect on individual entrepreneurial interests, but this is not in line with the results of Natali & Budiono's research (2019) which states that self-efficacy has no effect on growing individual interest in entrepreneurship. Some of the research above results indicate that self-efficacy tends to show positive and significant results on interest in entrepreneurship; therefore, self-efficacy is one of the essential variables in encouraging individual interest in entrepreneurship because it becomes the main foundation in growing individual interest in entrepreneurship.

Besides, the entrepreneurial mindset plays a significant role in growing individual interest in entrepreneurship because the mindset is the core of self-learning or self-learning (Gunawan, 2013). This matter determines how the individual measures the potential that exist within him through the process of What must be tried is to use perseverance and hard work in starting the business being carried out because the entrepreneurial mindset provides a way of thinking about business and opportunities in entrepreneurship (Chayudiprastiwi, 2019). This research is correlated with the results of research by Purwaningsih (2019) that the entrepreneurial mindset positively affects an interest in entrepreneurship, explaining that the higher the entrepreneurial mindset, the more interest in entrepreneurship will also increase. The findings from this study confirm that the entrepreneurial mindset is crucial and beneficial for individuals in terms of growing interest in entrepreneurship.

Substantively, previous research related to the influence and interest in entrepreneurship, as described above, focused more on students in Vocational High Schools in generating interest in entrepreneurship Wulandari (2013); Marini & Hamidah (2014); Self et al. (2016). On this basis, the authors researched university students because entrepreneurship is a person's potential that must be developed through education and training media in the form of experience, challenges, and the courage to take significant risks in work and create jobs through learning. In higher education (Ranto, 2016), and also these variables have not been widely studied and researched together in a study, especially regarding entrepreneurial interest, self-efficacy, and entrepreneurial mindset, the development of these variables is still insufficient and limited.

This research correlated with the results of research from Purwaningsih (2019); it is hoped that the results of this study can be used as a reference so that future research can use the same variables, the same method but with different units of analysis in terms of growing interest in entrepreneurship through the entrepreneurial mindset variable. The results of Shoimah's research (2019) suggest conducting further research that may be similar and is expected to add other variables, apart from self-efficacy variables that can affect interest in entrepreneurship. In line with the limitations and research recommendations that have been stated above, the authors believe that the interest in entrepreneurship in higher education for students should be seen as necessary because higher education is the right place to foster interest and enthusiasm for the entrepreneurial spirit of students, and this It is also an excellent alternative to reduce the unemployment rate because graduates who have graduated from tertiary institutions are expected to become educated young entrepreneurs who are able to start their own business (Suharti & Sirine, 2012). The novelty of this research that has been described above is then reinforced by the phenomena that occur in universities, especially in Students Management Program at Sembilanbelas University Kolaka, many students have sufficient interest in entrepreneurship, but few (minimum) choose entrepreneurship as a job, but prefer to become Private Employees and Civil Servants to start their careers.z.



Source: processed data

Graph 1
Results of the 2017 and 2018 Student Surveys Regarding Interested Jobs

Graph 1 above shows that the 2017 and 2018 management students have sufficient interest in entrepreneurship. According to Kurniawan et al. (2016), the students who have a great interest in entrepreneurship, it is undeniable that after graduating from college, the student's desire is also great. To start entrepreneurship. However, different results are obtained in Graph 1 above regarding the graph of job selection in starting his career after taking the college level. The result shows that, on average, respondents do not choose entrepreneurship as a career, path of 42 respondents, only 25% or about 9 people are interested in becoming entrepreneurs, and the remaining 75% or 33 people choose other jobs. The results also explain that management study program students have a low interest in entrepreneurship when they are faced with career choices other than being an entrepreneur, it is unlikely that they have an interest in entrepreneurship because of the lack of a clear view of entrepreneurship and lack of confidence in something uncertain, especially in the field of entrepreneurship. On average, college students are more focused on finding work, not creating jobs, and some delay graduation because they feel unsure of their ability to get a job, and many also do not choose a job because they feel it is not correlated with what they are looking Want and target. They are more prepared to participate in the selection of private employee recruitment and selection of civil servants rather than preparing themselves to open employment opportunities.

Students should not be too dependent on their lives as people who work with others, but they can create their jobs. In this case, the role of universities is also very much needed by students in supporting and developing their

interest in entrepreneurship through learning and training in universities in the form of experience, challenges, and courage in taking significant risks in entrepreneurship through learning at universities (Ranto, 2016), Because through this, students will be more confident and will focus more on taking steps to become an entrepreneur. On this basis, the researcher feels that the variables regarding self-efficacy and entrepreneurial mindset on interest in entrepreneurship are essential to be researched and studied more deeply through research, whether there is an influence of self-efficacy and entrepreneurial mindset on entrepreneurial interest in students of the Management Study Program, Ninebelas November Kolaka University.

METHODS

Qualitative research is the type used in conducting this research. Which research This study uses the variable Self-Efficacy (X1), Entrepreneurial Mindset (X2) as the independent variable, and the dependent variable is Entrepreneurial Interest (Y), with the operational definition of the variable as follows: (1) Self-efficacy (X1). Self-efficacy is an inner belief that students have in their ability to be entrepreneurial (Putry et al., 2020). The indicators that can be used to measure self-efficacy are magnitude, strength, and generality; and (2) Entrepreneurial Mindset (X2). The entrepreneurial mindset is how students think about entrepreneurship through learning and persistence in higher education (Yunita, 2019). The indicators include learning and spiritual development.

Interest in Entrepreneurship (Y). Interest in entrepreneurship is the tendency of students to become entrepreneurs (Shoimah, 2019). The indicators are as follows: feelings of pleasure, interest, attention, and involvement. The Likert interval scale is the measurement scale chosen to describe the answer to this research questionnaire. The sample used was 203 students of the Management Study Program at Ninebelas November Kolaka University. The sample results from the withdrawal of the total population of 413 using the Slovin formula. Furthermore, the questionnaire is a method of collecting data to be obtained in research, and the questionnaire is conducted through questions addressed to the sample (other people) who are used as respondents to answer the questions in the questionnaire. In addition, the data analysis methods used in this study are the Validity Test and Reliability Test using SPSS version 23, the Outer Model Test, and the Inner Model testing using Partial Least Square (PLS). The hypothesis in this study is that self-efficacy and entrepreneurial mindset influence the satisfaction of entrepreneurial interest in management study program students at Ninebelas November Kolaka University.

RESULTS

Table 1
Nilai Loading Factor

	Self-Efficacy	Entrepreneurial Mindset	Interest in Entrepreneurship
X1 (ED1)	0.84		
X2 (ED2)	0.77		
X3(ED3)	0.71		
X4 (PK1)		0,83	
X5 (PK2)		0.78	
X6 (PK3)		0.87	
Y1(MB1)			0.89
Y2 (MB2)			0.81
Y3 (MB3)			0.94

Source: processed data

Based on Table 1, each indicator that makes up the construct has a loading factor of more than 0.70; it can be stated that all indicators are valid. The following evaluation is an examination of construct reliability using two measures (Hair et al., 2010), namely: (1) Construct Reliability Measure (CR), provided that the Construct Reliability CR value 0.70; and (2) Average Variance Extracted Measure (AVE) or Variance extracted (AVE), provided that the AVE value must be 0.50. Based on the calculation results, the Construct Reliability (CR) value and the Average Variance Extracted (AVE) or Variance Extracted value are obtained, as shown in the image below.

Table 2
Construct Realibility dan AVE

Konstruk	CR	AVE
Self-Efficacy	0,81	0,60
Entrepreneurial Mindset	0,86	0,68

Interest in Entrepreneurship	0,91	0,77
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Source: processed data

Based on Table 2, all construct reliability (CR) values 0.70; it means that construct reliability is fulfilled, and also all average variance extracted (AVE) values 0.50; means that the eligibility measure is met. Next is the evaluation of Goodness of Fit (GOF). The purpose of the GOF evaluation is to test the suitability of the model with statistical data.

Table 3
Goodnes of Fit (GoF)

<i>Goodness Of Fit</i>	Value	Ket
<i>Chi Square dan P</i>	192.8; p-value \geq 0,05	Baik Tidak Baik
<i>Non Central Parameter (NCP)</i>	157.2	Cukup Baik
<i>RMSEA</i>	0.16	Tidak Baik
<i>Expected cross validation index (ECVI)</i>	1.16	Cukup Baik
<i>AIC</i>	235.2	Baik
<i>Normal Fit Index (NFI)</i>	0.94	Baik
<i>Non normed fit index (NNFI)</i>	0.93	Baik
<i>Comparative Fit Index (CFI)</i>	0.95	Baik
<i>Relative Fit Index (RFI)</i>	0.92	Baik
<i>Goodness Of Fit Index(GFI)</i>	0.84	Baik

Source: processed data

Based on table 3, the model suitability measure obtained has a fairly good model suitability index according to (Hair et al, 2010); (Latan et al, 2012, p. 49) the model is declared fit if it meets 4-5 goodness of fit (GOF) criteria. and can reflect the data analyzed is good or still acceptable (good fit), then it can be continued in the next analysis. The next step is the Evaluation of the Structural Model. The first step to evaluate the structural model is to look at the covariance matrix of the latent variables which shows the correlation value between the constructs below:

Table 4
Covariance Matrix

	MB	PPK	AQ	PK
MB	1,00			
ED	0,89	1,00		
PPK	0,88	0,78	1,00	

Source: processed data

Table 5
T-Calculate Value, Path Coefficient, Correlation Value and Percentage of Effect

Track	t-Value	Koefisien Jalur	Correlation Value	Percentage of Effect
ED → MB	6.21	0.57	0,88	50,73%
PPK → MB	5.70	0.47	0,77	36,19%

Source: processed data

Opportunities to succeed in business come with a high degree of personal independence associated with entrepreneurship students. Whereas the students have a high level of self-expression, individuals believe that they can start a business, so their interest in starting a business is growing. Based on the results of route analysis calculations based on Listrel 8.8, can be calculated the direct effect of the efficiency variable on the number of tasks from t1, namely the significant effect of the efficiency variable on business benefits, $6.21 > 1.96$ the way between self-efficacy and experience of business interests. Then the hypothesis (H1) in this study is accepted. The effect has a significant effect on the interest in entrepreneurship. Based on the study's results, interest in entrepreneurship has a ratio of 0.88, indicating that self-efficacy positively affects an interest in entrepreneurship. The degree of independence that affects the interest in entrepreneurship is 50.73%; namely, the possibility of human resources increasing the interest in entrepreneurship is 50.73%. The relatively positive relationship between self-efficacy and interest in entrepreneurship, research shows that high self-efficacy will increase student interest in entrepreneurship.

One of the factors that fundamentally this is also because Management Study Program students continually improve their abilities through learning in terms of entrepreneurship as evidenced by the training carried out by universities, especially Management Studies Programs through visits to companies and entrepreneurship expos in preparing students for a career as entrepreneurs. Students' attitudes, organizations, and hobbies are a reflection in measuring the individual's self-ability in increasing his entrepreneurial interest. The results of this study correlate with the results of Shoimah's research (2019) and consistently confirm that the effectiveness of self-efficacy has a positive and significant effect on entrepreneurial interest. In addition, the finding of this research correlated with Wijayanti and Suryani (2016), Ermawati et al. (2017) also explained that there is a positive and significant influence between efficacy on interest in entrepreneurship, as well as the findings of Farida (2016) self-efficacy has a positive effect on interest in entrepreneurship, self-efficacy has a positive effect on interest in entrepreneurship because high or low influence of a person's self-efficacy has negative consequences. Focuses on students' belief in their ability to become entrepreneurs.

An entrepreneurial mindset is needed to support the creation of individual interest in entrepreneurial activities. An entrepreneurial mindset is an essential provision for students who want to choose a career to become an entrepreneur in the future. The entrepreneurial mindset conveys knowledge, skills, and ways of thinking in entrepreneurship that are useful for students in doing business and entrepreneurship. Based on the results of calculations using path analysis using Listrel 8.8 regarding the direct influence of mindset variables on entrepreneurial interest, it is known that there is a significant influence between entrepreneurial mindset variables on entrepreneurial interest. This count can be seen from the t-count value of the path relationship between the entrepreneurial mindset and the interest in entrepreneurship of $5.70 > 1.96$; then, the hypothesis (H2) in this study is accepted, meaning that the entrepreneurial mindset has a significant influence on interest in entrepreneurship. Based on the study's results, the entrepreneurial mindset affects the interest in entrepreneurship with a correlation value of 0.77, which means that the entrepreneurial mindset provides a positive direction for the interest in entrepreneurship. The percentage of the influence of mindset on the interest in entrepreneurship is 36.19%, which means that the competence of human resources contributes 36.19% to the interest in entrepreneurship. The direction of the positive relationship between the entrepreneurial mindset and the interest in entrepreneurship shows that the higher the entrepreneurial mindset, the higher the interest in entrepreneurship.

Students of the Management Study Program have a view that is not sufficiently focused on entrepreneurship; therefore, the role of universities, especially the management study program, is needed to change students' views about the impact of entrepreneurship on their environment. As well as the need for the ability of students to absorb the learning and training provided by the lecturers of the Nineteen November University, Kolaka, especially the management study program. The results of this study are in line and consistently support the results of research conducted by (Purwaningsih, 2019), which states that the entrepreneurial mindset has a positive and significant effect on interest in entrepreneurship, explaining that the higher the entrepreneurial mindset, the higher the interest in entrepreneurship of students and also the result of research conducted by (Ranto, 2016) states that the mindset has a positive effect on interest in entrepreneurship in line with Suryawan's research (2016) which shows that the entrepreneurial mindset has a significant effect on interest in entrepreneurship, this means that the entrepreneurial mindset can decrease as well as increase interest in entrepreneurship, and as a result Research conducted by (Purwaningsih, 2019) indicates that the entrepreneurial mindset has a positive and significant effect on interest in entrepreneurship.

CONCLUSION

Based on the description of the results and discussion above, it can be concluded that the self-efficacy variable is directly proportional to the entrepreneurial interest of the students of the Management Study Program at Ninebelas November Kolaka University. Then the entrepreneurial mindset variable can support the entrepreneurial interest of students in the Management Program Study at Sembilanbelas November University Kolaka.

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