

The Effect of Self Efficacy on Entrepreneurial Interest in Students of SMKN I Pamekasan

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ABSTRACT. This study aims to determine the effect of self-efficacy on entrepreneurship interests. The present study has independent variable and dependent variable including self-efficacy and entrepreneurship interest. A quantitative approach was used in the study. The population in this research is students of SMKN I Pamekasan. The subjects of the study were 32 eleventh grade students (grade XI) at SMKN I Pamekasan. Self-efficacy is measured by employing self-efficacy scale based on Bandura theory. While entrepreneurship interests is measured by entrepreneurship interest scale. Data were analyzed using simple linear regression analysis. The results showed significant a value of 0.000 from a significant level of 0.05. And the value of determination coefficient (R^2) is 72.2% which means that the self-efficacy variable has the effect of 72.2% on the entrepreneurship interest variable in the students of SMKN I Pamekasan and, thus, the hypothesis accepted. This is in accordance with the hypothesis proposed by authors that accepted H_1 and H_0 rejected which means that there is a significant influence between self-efficacy and entrepreneurship interests on students at SMKN I Pamekasan.

Keywords: Self-efficacy, interest in entrepreneurship.

Introduction

The number of unemployed in Indonesia in 2016 is considered to reach the lowest point since 1998. The Ministry of Manpower noted the number of unemployed in 2016 reached 5.5 percent or about 7.02 million people or lower than 2015 at 5.81 or equivalent to 7.45 million people.

Minister of Manpower, M Hanif Dhakiri, asserts that Indonesia's unemployment rate in 2016 is the lowest since the reformation period. "For friends know that this is the lowest unemployment rate since the 1999 of Reform Era. So this year's unemployment rate is the lowest," Dhakiri said during a two-year anniversary of Jokowi-JK's administration, at the Office of Presidential Staff, Jakarta, Monday. ("The lowest number of unemployed

since 2016 reform - ANTARA News," n.d.)

The open unemployment rate in February 2016 was 5.50 percent. That is, from 100 labor force, there are about 5 to 6 people unemployed. Judging from the level of education, TPT for vocational secondary education (SMK) occupies the highest position of 9.84 percent, followed by TPT Diploma I / II / III of 7.22 percent. In other words, 9 to 10 vocational graduates are currently unemployed. Based on statistical center (BPS) data, the graduates of vocational school who become unemployed are 1,348,327 people according to BPS data ("Badan Pusat Statistik," n.d.)

Vocational High School (SMK) is a school built or established to create graduates to be ready to work based on their interests and talents. This is in accordance with the Government Regulation No. 29 of 1990 on Secondary Education Chapter I Article 1 Paragraph 3 that "Vocational secondary education is an education at intermediate level which prioritizes the development of students' ability to perform certain types of work". Based

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on this statement, it is clear that vocational high schools focus on a particular program of expertise or educational programs tailored to the needs of employment.

The objectives of SMK in Government Regulation No. 29 of 1990 on Vocational Secondary Education Article 3 Paragraph 2 "Vocational secondary schools prioritize the preparation of students to enter employment and develop professional attitudes." In response, the final result of the school medium vocational school are graduates who are ready to work with a professional attitude as a provision in applying his skills on a particular job.

SMK is developed with a view to addressing employment issues through the preparation of skilled workers for the business and industry. This expectation does not seem as expected. To date, it seems that SMK is just a jobless printing machine.

In fact, SMK graduates tend to be job seekers and very few of them become job creators nowadays. Waiting period for SMK graduates to get jobs sometimes long enough and can cause unemployed educated students become unavoidable. Most graduates feel unprepared to create jobs for themselves or become entrepreneurs.

Vocational graduates tend not to create jobs due to several factors, both internal and external factors. On the internal factors they are not sure of the ability of themsel in managing a business, the feeling of fear of failure, not dare to take risks. Finally they tend to seek work for others because it is considered safe. External factors that influence a person's interest in entrepreneurship are the background factors of the parents' work. Students with the background of an entrepreneur's parent's job will tend to be interested in entrepreneurship rather than students from non-entrepreneurial backgrounds.

Self-efficacy is one of the internal factors of individual beliefs or beliefs about their ability to perform actions and decision-making in managing a business. The higher the self-efficacy, the higher the self-efficacy to open a business. Conversely, the lower the self-efficacy, the lower the confidence to open a business because they feel hesitant and are afraid to fail to face obstacles and do not dare to take risks.

Previous research states that the influence of parents and self-efficacy simultaneously have a positive and significant impact on the intention of entrepreneurship (vemmy, 2013).

From the research undertaken by Wulandari (Wulandari & Unesa, 2013), it shows that self-efficacy partially have a significant influence on entrepreneurship interest. However, research conducted by Noor in 2012 shows that the variable self-efficacy, parental background and learning achievement have an influence on entrepreneurship interest with a small percentage (NOOR, 2012).

This study aims to determine whether there is influence of self-efficacy and the background of parents to entrepreneurship interests of vocational students?

Interest in Entrepreneurship

Interests can be defined as something that draws attention to something. Interest indicates what people desire, do, or what they love. A person who is interested in a certain thing, then any action or what is done will lead to his interest. Interests are not brought from birth but it grows and develops based on the factors that influence it. (Kadarsih, Sumaryati, & others, 2013).

Some management theorists say that entrepreneurship is greatness in the formation of new companies in which it contains the use of opportunities and risk taking and making changes. Salim Siagian (1999) defines entrepreneurship as the spirit, behavior, and ability to respond positively to opportunities for self-profit and / or better service to customers / communities; by constantly seeking and serving more and better subscriptions, and creating and providing more useful products and applying more efficient ways of working through risk-taking, creativity and innovation and management capabilities.

Swasono (1978) states that individuals who are interested in entrepreneurship are driven more by achievement desire than just pursuing profit. An entrepreneur is not satisfied quickly with the results achieved but always looking for new ways and combinations and new productions to achieve expansion of his business. This means that individuals with an entrepreneurial interest must have a responsible attitude by taking into account the possible consequences. Interest in entrepreneurship will attract individuals to a business where the business is perceived to provide a useful and very important for his life so as to generate an urge or desire to obtain it. In the interest of entrepreneurship, ability to

relate to particular field of entrepreneurship is important, so that individuals have an interest in the entrepreneurial work.

Thus, interest in entrepreneurship is the desire, interest, and willingness to work hard or strong-willed to stand up or try to meet the needs of his life without fear of the risks that will occur, and always learn from the failures.

Self-Efficacy

Albert Bandura in the book *Self efficacy The Exercise of Control* (1997: 3), defines the concept of self-efficacy as a belief about the ability possessed to organize and perform a series of actions required in achieving his desires. In this case, Self efficacy is an individual's belief or confidence in his ability to take action and make decisions in managing a business. The higher the self-efficacy the higher the self-efficacy in opening a business, the lower the self-efficacy, the lower the confidence to open a business because they feel hesitant and afraid to fail when faced with obstacles and do not dare to take risk.

Self-efficacy is as a human belief in their ability to train a number of measures of control over their self-function from incidents in their environment. This personal belief plays an important role in the development of one's interests. Ajzen (1991: 184) asserts that self-efficacy beliefs can affect the activity, preparation for an activity, the effort spent during performance, as well as the mindset and emotional reactions of a person. (Farida & Nurkhin, 2016)

According to Bandura (in O'Brien, 2003) the sense of self efficacy is the individual's beliefs about his ability to perform the task or perform an action necessary to achieve a certain outcome. Self-efficacy can encourage one's performance in various fields including entrepreneurship interest (Luthans, 2008: 205). Therefore, in opening a business requires self-efficacy to its ability for business to succeed.

The same is also expressed by Robbins (2007: 180). Self-efficacy is also known as social cognitive theory or social reasoning which refers to the individual belief that he is capable of performing a task. Based on the explanation given above, it can be concluded that self-efficacy is one's self-belief in its ability to achieve certain goals. (Wulandari & Unesa, 2013).

The Dimensions of Self Efficacy

Bandura (1977) explains that self-efficacy consists of several dimensions. Each has important implications in performance, which can more clearly be described as follows:

1. Magnitude (Difficulty Level)

Magnitude is the ability of a person to accomplish a task with a different level of difficulty. Self-efficacy can be demonstrated by the degree charged to the individual to the challenges of different levels in order to succeed. The individual will try the behavior he or she feels capable of doing and will avoid the behavior that is felt beyond the limits of his perceived capabilities.

2. Strength

Strength relates to the strength of an individual's belief in his ability. Individuals have strong confidence and persistence in the effort to be achieved despite difficulties and obstacles. With self-efficacy, the power for greater effort can be gained. The stronger feeling of self-efficacy and the greater of diligence, the higher the possibility that the activity is chosen and done successfully.

3. Generality

Generality deals with the behavior in which individuals feel confident in their abilities. The individual can feel confident in his or her ability depends on his or her limited ability comprehension on a particular activity and situation or on a wider and varied range of activities and situations.

Based on the above description, it can be concluded that self-efficacy consists of three aspects, namely magnitude (level of difficulty), strength, and Generality (generality). In this study, the three dimensions are used as indicators of self-efficacy gauges.

Source of Self Efficacy

According to Bandura (1994) there are four important sources that can be used to build one's self efficacy.

1. Mastery Experiences

The problem-solving experience is the most important source affecting one's self efficacy because the mastery experiences provide the most accurate evidence of what action is taken

to achieve success or success, and that success builds on a strong belief in individual beliefs. This self-efficacy forming mechanism refers to the mastery of actual experience such as, direct experience, actual performance, and level of achievement.

2. Vicarious Experiences

The experience of others is a substitute experience provided for the social model. Observe the behavior and experiences of others as an individual learning process. The impact of modeling in self-efficacy is strongly influenced by the resemblance between individuals and models. The more like individuals with a model, the effect of failure and success will be greater. If the model is so different from the individual, it will not have much effect on self-efficacy.

Increased self-efficacy will be effective if the model subject has many similar characteristics between the individual and the model, the similarity of task difficulty level, the similarity of the situation and the conditions and the variety achieved by the model.

3. Verbal Persuasion

Verbal persuasion is the third way to increase a person's beliefs about what he or she has to do more diligently in achieving goals and make good or success. Verbal persuasion has a strong influence on improving individual self-efficacy and demonstrating the behavior used effectively. Someone gets persuasion or suggestion to believe that he is able to overcome the problems that will be faced.

4. Physiological and Emotional State

Situations that suppress emotional states can affect self-efficacy. The emotional turmoil, shock, deep anxiety and weak physiological state experienced by the individual will be perceived as a signal of unwanted events, pressing and threatening situations will tend to be avoided.

One's assessment of self-efficacy is affected by mood. A positive mood will increase self-efficacy whereas a bad mood will weaken self-efficacy. Reducing anxious reactions, fear and stress of the individual will change the tendency of negative emotions with wrong interpretation of his physical condition so that ultimately will affect the positive self-efficacy of a person.

From the above exposure can be concluded that self-efficacy can affect entrepreneurship interest.

Method

This research is a kind of quantitative research. Quantitative research is a systematic scientific study of the parts and phenomena and their relationships (Suryabrata, 2005). The data collected in this research is the scaling of self-efficacy measurement scale and entrepreneurship interest scale.

Sample

The population in this research was the eleventh grade (grade XI) students of Vocational High School 1 of Pamekasan (SMKN 1 Pamekasan). In selecting the subjects, the researcher employed method of purposive sampling. The purposive sampling is applied to the samples whose characteristics have been determined and known beforehand based on the characteristics and nature of the population (Winarsunu, 2007). The characteristics of the sample in this study are 32 students of eleventh grade and are fully enrolled students in SMKN 1 Pamekasan.

Data Collection Technique

The data were obtained from self-efficacy measurement scale and entrepreneurship interest scale. The measurement scale of self-efficacy and entrepreneurship interest has four choices of answers to the existing statement, namely: Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS).

Preparation of self-efficacy measurement scale and entrepreneurship interest scale by adopting Likert scale model that is explained as follows:

1. Selecting item.
2. Gathering considerable items, which is relevant to the problem under investigation consisting of a fairly brightly favored and lightly disliked item.
3. Conducting a trial item onto a group of respondents who are sufficiently representative of the population to familiarize themselves with the items and they are asked to check each item whether the statement in each item is appropriate (+) or not appropriate (-).
4. Conducting analysis in order to select a really good item by calculating the score of each item
5. Conducting item validity scores by using product moment correlation analysis, which correlates item score with the total score. Validity per item is an item having coefficients

greater than or equal to 0.3 whereas an item less than 0.3 is omitted.

6. Testing the internal reliability of measurement scale using alpha Cronbach.

7. Measuring the value of item score in the scale of self-efficacy that is given based on the high level of individual behavior and beliefs according to the statement.

8. The value of item scores in this entrepreneurship interest scale is given based on the high level of interest for entrepreneurship in accordance with the statement item.

The reliability coefficient of self-efficacy scale in this research is 0.731 and the reliability coefficient of Entrepreneurship Interest Scale is 0.902. This shows that both scales have good reliability.

Data Analysis Technique

The purpose of this study is to find the influence between two variables of self-efficacy to entrepreneurship interest. The present study employed simple linear regression statistical analysis of SPSS Statistics 22.

Results and Discussion

Based on data analysis or data processing through SPSS program version 22, the regression $Y = 7,675 + 0,210 X + e$ which describe the influence of independent variable to bound variable. From the regression equation it can be seen that the value of constanta (a) where the constant value (a) shows that when the self-efficacy (X) is zero, the entrepreneurship interest (Y) will be worth (+). While the value of regression direction coefficient (b) shows that when there is increase of self-efficacy by one unit, the interest of entrepreneurship will increase. In addition, the positive sign (+) occurs which means a positive influence between self-efficacy and entrepreneurship interest.

The result implies that if the value of independent variable in the form of self-efficacy is improved then the bound variables that interest in entrepreneurship in students SMKN 1 Pamekasan will also increase. The positive value of the regression coefficients of each variable is examined to give meaning if the self-efficacy variable added by one-unit will contribute to the increase of entrepreneurship interest.

Then based on the results of simple regression calculation, the correlation

coefficient (R) of 0.850, it can be concluded that there is a very high relationship between self-efficacy to entrepreneurship interests. Then significant test results show a value of 0.000 from a significant level of 0.05. And the value of coefficient of determination (R^2) of 72.2% which means that the variable self-efficacy has an effect of 72.2% on entrepreneurship interest variables in students SMKN 1 Pamekasan. This is in accordance with the hypothesis proposed by the authorsDs are accepted H1 and H0 rejected which means that there is a significant influence between self-efficacy against entrepreneurship interests in students SMKN 1 Pamekasan.

This study identifies that the higher the self-efficacy higher interest in entrepreneurship in students of class XI in SMKN 1 Pamekasan. Conversely, the lower self-efficacy will be lower interest in entrepreneurship in students of class XI at SMKN 1 Pamekasan. This study supports the results of Mostofa (2014), and Ermawati (2015) study, that self-efficacy has a positive and significant effect on student entrepreneurship interest. The results of this study are reinforced by Krueger, et al in Hamidi, Wennberg & Berglund (2008: 5) that "Self efficacy greatly influences entrepreneurial behavior and feasibility perceptions of an action, therefore self-efficacy is considered important to encourage increased entrepreneurship interest". High self-efficacy in entrepreneurship will make a person more independent, this is in accordance with the opinion of Brice in Akhmaliah & Hishamuddin (2009: 540) stating that "Someone who has high self-efficacy will also be interested to work independently in the future".

Conclusion

Research conducted on eleventh grade students of SMKN 1 Pamekasan can be concluded that there is a positive influence between self-efficacy to entrepreneurship interests. Self-efficacy owned by students the higher of it, then the higher of the interest to entrepreneurship. Conversely, if the self-efficacy owned by low students is low, then the lower the interest to entrepreneurship. Students who have high self-efficacy have the belief that they are able to stand up and face all the risks in entrepreneurship.

Suggestion

For other researchers, it is expected to develop the results of this study in a broader scope because there are many other factors that can affect student's entrepreneurship interests that are not discussed in this study.

Teachers through the subject teachers, homeroom or classroom coordinator to continue to motivate, cultivate a positive attitude, and foster self-efficacy students. This needs to be done to help improve students' self-efficacy. Teachers should be positive and create positive attitudes for students to feel positive, as well as to help improve their self-efficacy.

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