http://ejournal.seaninstitute.or.id/index.php/Ekonomi
Jurnal Ekonomi, Volume 12, No 01, 2023
ISSN: 2301-6280 (print) ISSN: 2721-9879 (online)

DEVELOPING ENTREPRENEURIAL INTEREST TO INCREASE BUSINESS PRODUCTIVITY THROUGH ENTREPRENEURIAL SELF-EFFICACY AND ENTREPRENEURSHIP TRAINING

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ARTICLE INFO

Keywords:
Entrepreneurial Self-Efficacy, Entrepreneurship Training, Entrepreneurial Interest, Business Productivity.

ABSTRACT

This study was conducted to identify entrepreneurial desire and entrepreneurial productivity among Semarang State Polytechnic students after post-covid-19. Respondents in this study were 100 Semarang State Polytechnic students who own businesses. This study used confirmatory factor analysis and maximum likelihood estimation in SEM (Structural Equation Modeling) from the AMOS 24.0 statistical software package (Structural Moment Analysis). The data collection technique used questionnaires with different semantic scales. The results of parameter estimation are in accordance with the hypothesis that entrepreneurial knowledge has a significant effect on business preference with a normalised coefficient estimate of 0.586 and a P-Value of ***, and entrepreneurial training has a positive effect on business preference with a normalised coefficient estimate of 0.470 and a P-Value of *** and entrepreneurial interest has a significant effect on business productivity with a normalised coefficient estimate of 1.007 and a P-Value of ***. From this study, it can be concluded that in the current post- covid-19 context, students who are engaged in the startup world need to increase their education and understanding of entrepreneurship, especially in this time of great need. There must be innovation so that they can survive and develop in a better direction along with the times.

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1. INTRODUCTION

Universities are expected to be able to create graduates who can fill the current shortage of jobs. Entrepreneurship is the right and logical choice, because in addition to greater opportunities to succeed, in accordance with government programmes in accelerating the addition of SMEs that are great and based on applied science and the latest technology [11]. Entrepreneurial knowledge encourages entrepreneurial values, especially for students, it is expected to foster an entrepreneurial spirit, student interest is needed for students who want to be entrepreneurs to be able to identify business opportunities, then use business opportunities to create new job opportunities. Students' interest and their knowledge of entrepreneurship are expected to shape their tendency to open new businesses in the future.

Entrepreneurship is a very important concern in facing the challenges of globalisation, namely global economic competition in terms of productivity and innovation [17]. That way students can increase their interest in entrepreneurship and business productivity in order to gain a competitive advantage and be able to compete in a world market that continues to grow and move quickly, so that educated unemployment is reduced if universities are able to direct students and alumni to create jobs. Supported by the low understanding of entrepreneurship of students to be interested in becoming entrepreneurs, is a thought that must be followed up for the world of education. Students are a group of intellectuals in society who should be pioneers in developing the spirit of entrepreneurship. [15] states that with the provision of higher education obtained in college and the idealism formed, university graduates are expected to be able to develop themselves into entrepreneurs.

Currently in Indonesia, according to the latest data, it is estimated that only around 570,339 people or 0.24 per cent of the total population of 270 million are actively engaged in entrepreneurship; while a number of experts state that to be a prosperous and prosperous country, a country must have a minimum of two per cent of entrepreneurs from the total population. The above data exposed that there is still a need for about ten times the number of entrepreneurs in Indonesia for the minimum percentage of entrepreneurs to be met. Other data also shows that public interest in becoming entrepreneurs is still low;

only 6.4 per cent of university graduates are interested in becoming entrepreneurs, while at the high school level the number is only 22.4 percent. This is despite the fact that the potential of the youth group to become entrepreneurs is currently relatively large, with the graduation rate of undergraduate graduates reaching three hundred thousand people and high school graduates reaching two and a half million people per year.

On the other hand, there has been a major change in the business environment as a result of the obvious and massive advancement of information technology. Indonesian society, which used to be mostly engaged in agriculture and industry, has now shifted to the field of information technology. The agricultural era and the industrial era have lost their added value and now the information technology field is a big value-added provider for many productive activities. Business activities have also been touched and influenced by these advancements. Communication through electronic social media and online marketing activities have changed people's methods of doing business. Today's business activities, including those of many entrepreneurs, cannot be separated from the dogma of information technology, ranging from online business processes, online transaction processes, communication via whatapp or direct messages, to after-sales services that can be carried out through various electronic social media. There is no business field that is untouched by the application of information technology; the younger generation, including university students, have a good opportunity to capitalise on the momentum of the development of information technology when intending to become an entrepreneur.

The main problem is the low interest of students in entrepreneurship. Most students are orientated as job seekers, not job creators. This condition is experienced by students at Politeknik Negeri Semarang, with the assumption that creating new jobs is inversely proportional to the number of job seekers. Interest in entrepreneurship is influenced by two factors, namely internal and external factors of the person. In this study that affects student entrepreneurial interest is focused on internal factors, namely: entrepreneurial understanding factors and entrepreneurial training factors.

Increasing entrepreneurial interest in entrepreneurship students at Semarang State Polytechnic requires a way to optimise entrepreneurial understanding to equip students, as well as entrepreneurship training that can be a reinforcement for the formation of increased business productivity. Based on previous studies, there are several problems related to understanding entrepreneurship and entrepreneurship training that can increase entrepreneurial interest and student business productivity. So it is necessary to solve the problem as follows: How is the effect of understanding entrepreneurship, entrepreneurship training on entrepreneurial interest and how is the effect of entrepreneurial interest on business productivity?

This study aims to determine how entrepreneurial interest increases the business productivity of semarang state polytechnic students through entrepreneurial understanding factors; entrepreneurship training factors in the post-covid-19 period, research is believed to contribute to the development of science, useful for students, especially semarang state polytechnic students in order to increase interest in entrepreneurship after covid-19.

2. LITERATURE REVIEW

2.1 Interest in Entrepreneurship

In general, the word 'interest' means a relatively persistent tendency in a person to be interested in a certain field and feel happy to engage in various activities related to that field; so individuals who are interested in becoming entrepreneurs generally feel attracted and tend to be happy with entrepreneurship. Individuals who are interested in becoming entrepreneurs cognitively have sufficient understanding of the benefits, challenges, and risks that will be faced, feel happy with their choices (affective), and will act (conative) as they believe. This shows that the independent variable (Self-Efficacy) has a positive and significant relationship with the dependent variable intention (Entrepreneurial Intention). These results are in line with the research findings of several studies which state that there is a positive and real relationship between the two variables [2;7].

Entrepreneurial interest is the desire, interest, and willingness to work hard or be strong-willed to be independent or try to fulfil their needs without being afraid of the risks that will occur, as well as being strong-willed to learn from failure. For some researchers, entrepreneurial interest is a reliable predictor of entrepreneurial behaviour according to [11], while other researchers consider entrepreneurial interest more of an individual's tendency to take entrepreneurial action by creating new products through business opportunities and risk taking [14]. A number of other researchers state that there are several other terms for entrepreneurial interest, such as career orientation, nascent entrepreneurs, and others; they define entrepreneurial interest as mental orientations such as strong desires, dreams, and hopes to influence their choice to undertake entrepreneurial activities [2].

2.2 Entrepreneurship Training

[1] Suggests that training is a process of learning activities between experiences to develop a person's behaviour pattern in the field of knowledge, skills, or attitudes to achieve the expected standards. Thus, training is the process of engineering the behaviour of learners in the aspects of knowledge, attitudes and skills to improve skills in an effort to meet the needs of life.

[8] Revealed that there are aspects of entrepreneurship that can be taught namely business and management skills and there are aspects of entrepreneurship that cannot be taught namely creativity and innovative thinking except through practical experience. His research found that when the education and training system incorporates creativity and entrepreneurial managerial skills into the teaching methodology, the mindset and skills more closely tied to the "art" of entrepreneurship. Based on the above, it found that there is a role of entrepreneurship education and training in fostering entrepreneurial spirit.

In practice, entrepreneurship education and training programmes classified into two categories: education programmes and training programmes. Both are differentiated by the objectives and outcomes of each programme. Academic Entrepreneurship Education (EE) programmes tend to focus on building knowledge and skills about entrepreneurship, including the purpose of entrepreneurship. Whereas Entrepreneurship Training (ET) programmes tend to focus on building knowledge and skills explicitly in preparation for starting a business [3].

2.3 Entrepreneurial Understanding or Entrepreneurial Self-Efficacy

In general, entrepreneurial self-efficacy is a condition where individuals believe that a behaviour is easy or difficult to perform. This also includes past experiences in addition to existing obstacles, which are considered by the individual [11]. Another opinion suggests that entrepreneurial self-efficacy is a person's belief in his ability, entrepreneurial self-efficacy is a person's belief in his ability to complete a job. Or in other words, a person's motivational condition that is based more on what they believe than what is objectively true; personal perceptions like this play an important role in the development of a person's interest [10].

[7] Asserted the similarity of self-efficacy with self-confidence; in their research on the influence of self-efficacy with a look at gender factors, they stated that there is a strong relationship between a person's belief and confidence that they can do their job and their intention to open an entrepreneurship.

The entrepreneurial self-efficacy variable consists of four dimensions, namely a person's capability to be able to take business opportunities, be able to see market opportunities, optimise human resources and existing capital to seize these opportunities. The second dimension is calmness, which is defined as a person's ability to control their emotions and feelings, which are usually used when facing situations and problems in the business world. The third dimension is perseverance or one's ability to work under pressure and be able to prioritise. Meanwhile, the fourth dimension is task focus which relates to the details of the task as well as the time and schedule to achieve it [16].

2.4 Business Productivity

[11] Said that a business that wants to have an advantage in business competition needs to create a carefully designed business model, according to him that the business model is the value created by entrepreneurs and then distributed to consumers and towards the payment stage that generates profit. [14] stated that the biggest challenge in productivity measurement is the nature of performance is very multi-dimensional so that a single measurement has not been able to provide a full understanding and the high level of complexity of a construct is a stumbling block in measurement. However, [17] suggests that in productivity measurement, perception and objectivity can be used to analyse and measure business productivity. Entrepreneur performance is the result of the company's strategy that has been implemented and can be measured, [14] revealed there are several indicators of business productivity variables as a reference in a study including: Customer Growth, Sales Growth, Profit Growth, Asset Growth.

3. METHOD

3.1 Type and Data Source

The type of data used in this research is primary data which is processed quantitatively. The data sources in this study used primary data and secondary data. Primary data was obtained by means of surveys and interviews using a questionnaire with a semantic differential scale to students of the semarang state polytechnic totalling 100 respondents, the determination of respondents in this study using non-probability sampling techniques, namely insidential sampling is a technique used for determining samples using certain considerations so that the sample can truly represent the population, The data analysis

technique used in this study is the technique of confirmatory factor analysis and maximum likehood estimation in SEM and classical assumption tests (Normality test, Measurement Model test, Goodness of Fit test, and hypothesis testing) from the AMOS 24.0 (Analysis of Moment Structure) statistical package [5].

3.2 Analysis Method

This study uses quantitative methods, The steps that must be taken include: (1) Model development based on theory, (2) Develop path diagrams and structural equations, (3) Select the type of input matrix and estimate the proposed model, (4) Assess structural model identification (5) Assess Goodness of fit criteria, (7) Interpretation and modification of the model [4]. In assessing the goodness of fit criteria, the results of model significance testing are carried out in Chi-Square testing (the model is declared good if the smaller the $\chi 2$ value, and can be accepted based on probability with a cut-off value of p> 0.05 or p> 0.010), GFI (GFI), and GFI (GFI).0.010), GFI (Goodness of fit Index), CFI (Comparative Fit Index), AGFI (Adjusted Goodness of Fit Index), RMSEA (Root Mean Square Error of Approximation), TLI (Tucker Lewis Index), CMIN/DF (The Minimum Sample Discrepancy Function Divided by degree of freedom), is the chisquare $\chi 2$ statistic divided by the degree of freedom, it is called the relative $\chi 2$. There are several structural model evaluation assumption tests that must be observed to determine the goodness of fit criteria, namely univariate outliar evaluation, multivariate ouliar, data normality evaluation, and Multicollinearity evaluation [4].

4. RESULT AND DISCUSSION

4.1 Respondent Characteristics

The characteristics of respondents as subjects in this study can be seen in Table 1.

Table 1. Summary of Respondent Characteristics

No	Characteristics	Results	Percentage
1.	Gender	Woman	67%
		Man	33%
2.	Age	17-19 years	62%
		20-23 years	38%
3.	Work	Student	100%
4.	Intensity of participating in entrepreneurship seminars/training	≥ 5 times	30%
		≥ 6 times	70%
5.	Executed business model	Offline Stores	24%
		Online Store	24%
		Mix (offline+online) Store	52%

Source: Primary data processed (2022)

In this study there were 100 respondents consisting of polytechnic students who represented the population of students who run entrepreneurial businesses in the midst of their learning as presented in table 1 explains that 70% of polines students have attended entrepreneurship seminars and training more than six (6) times, it indicates the intensity of using entrepreneurship seminars and training by polines students is quite high which indicates their interest and desire for entrepreneurship is enough to be used as a research reference.

4.2 Data Normality Test

Assessment of Normality is an output to test whether the data is normally distributed as an assumption requirement that must be met with Maximum Likelihood. Univariate normality can be seen from the value of the Critical Ratio (CR) of skewness and Critical Ratio (CR) of kurtosis with a range of ± 2.58 and and Multivariate normality can be seen in the bottom column of the Critical Ratio (CR) of kurtosis with a range of ± 2.58 at a significance level of 0.01. [1]. The normality of data through AMOS 24 as presented in Table 2.

Table 2. Assessment of Normality

Variables	min	max	skew	cr	kurtosis	cr
BP1	2,000	5,000	,140	,572	-,721	-1.472
IE1	1,000	5,000	.088	,361	-,419	-.855

Variables	min	max	skew	cr	kurtosis	cr
ET1	1,000	5,000	,028	, 114	-.488	-.997
ET2	2,000	5,000	, 172	,702	-,527	-1.075
IE4	2,000	5,000	, 163	,665	-.735	-1,501
IE3	2,000	5,000	,307	1.253	-,162	-,330
IE2	2,000	5,000	,266	1,086	-,531	-1.083
BP2	2,000	5,000	, 165	,674	-.588	-1,200
BP3	2,000	5,000	.086	,352	-,837	-1,708
BP4	2,000	5,000	, 113	,462	-.585	-1.193
ET4	2,000	5,000	-.020	-.080	-,623	-1.272
ET3	2,000	5,000	,236	,962	-,573	-1.170
EU4	2,000	5,000	, 155	,631	-,733	-1,496
EU3	1,000	5,000	, 174	,710	-,441	-,900
EU2	2,000	5,000	,268	1.095	-,577	-1.178
EU1	1,000	5,000	,140	,573	-,633	-1,291
Multivariate					5,850	1.219

4.3 Univariate & Multivariate Outlier Tests

Mahalanobis Distance to measure whether or not the data is an outlier by looking at the observation score which is very different from the centroid score for 100 cases. From the data processing results, the minimum mahalanobis distance listed is 7.286 and the maximum distance is 31.486. Data outliers are perceived from the mahalanobis value that exceeds the chi-square value. In this study, the chi-square of the degree of freedom of 16 (number of variable indicators) at a significance level of 0.001 is 32.000, so it is stated that there are no outliers. [1].

4.4 Test for Multicollinearity

According to [5] multicollinearity symptoms can be seen through matrix sample correlations, if the resulting value of each indicator is smaller than (<) 0.90, it can be stated that there are no multicollinearity symptoms. The results of data processing in this study indicate the absence of multicollinearity symptoms in the matrix sample correlations.

4.5 Model Interpretation and Modification

The essence of SEM is to determine the fit between the restricted covariance matrix and the sample covariance matrix, so a research model is declared good, when the value of the Standardised Residual Covariance does not exceed 2.58. [1]. The resultsof Standardised Residual Covariance at the output of the research model show that thereare no values that exceed the predetermined standards**.**

4.6 Structural Equation Model Testing Results

In this study, a structural equation model was formed using AMOS 24 application with three constructs or latent variables consisting of entrepreneurial orientation, environmental adaptability and SME business performance with each latent variable measured by four manifest variables [4] as shown in Figure 1 as follows:

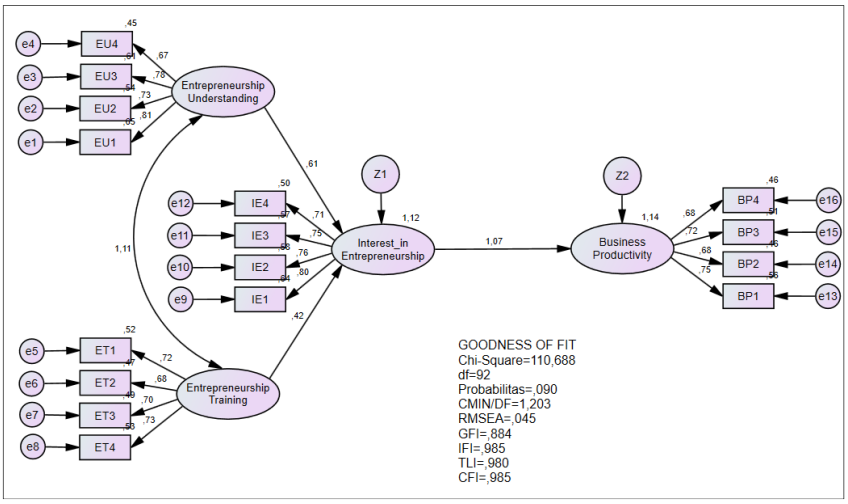

Figure 1. Structural Equation Model Test Results

The results of testing *the goodness of fit* criteria in the AMOS 24 program show that the *structural equation modeling analysis* in this study is acceptable according to the fit model with a Chi-square value = 110 , 866, Probability = 0.090 CMIN = 1.230 , GFI = 0.884, IFI = 0.985, CFI = 0.985, TLI = 0.980 and RSMEA = 0.045. Based on this fit model, it can be concluded that the model meets *the goodness of fit criteria.* Therefore the structural equation model in this study is suitable and feasible to use so that it can be interpreted for further discussion [4] as presented in Table 4.

Table 4. Criteria for Cut Value Evaluation Results

Goodness-of-fit index	Cut of Value	Analysis Results	Model Evaluation
Chi-Square	≤ 114.267	110.688	Good
probability	≥ 0.05	0.090	Good
GFI	≥ 0.90	0.884	Marginal
IFI	≥ 0.90	0.985	Marginal
TLI	≥ 0.90	0.980	Good
CFI	≥ 0.90	0.985	Good
CMIN	≤ 2.00	1.230	Good
RMSEA	≤ 0.08	0.045	Good

The results of the research of the four variables above on the students of Semarang State Polytechnic with 100 respondents as a sample of the entire population can be seen from the output results on Regression Weights which explains that each indicator or manifest variable that reflects the latent variable has a critical ratio (CR) value greater (>) than 1.96 equal to the value of t in regression (>) 1.96 and P (probability of significance) with *** means by default significant at 0.001. The results of the structural relationship output of the four constructs show that entrepreneurial understanding has a positive effect on entrepreneurial interest with an estimated value of 0.586 and significant at the resulting p-value (column P) in the form of three asterisks (***) which means the value is very small (<0.001) [4]. Then entrepreneurship training has a positive effect on entrepreneurial interest with a standardised coefficient of 0.470 and significant at p-value with an asterisk code (***). Then entrepreneurial interest has a positive effect on business productivity with a standardised coefficient of 1.007 and significant at the p-value with an asterisk code (***). Then for each manifest variable also has a p-value with an asterisk code (***) which means the value is very small (<0.001) on the latent variable, this means that all indicators/manifest variables can explain the latent variable very well [4] as presented in Table 5 Regression Weights.

5. CONLUSION

The growth of entrepreneurial understanding in a person has a positive effect on increasing the entrepreneurial interest of Semarang State Polytechnic students. This condition is evidenced by the application of entrepreneurial understanding education that exists in students at the Semarang State Polytechnic institution is able to strengthen students' entrepreneurial interest in doing business, so that

what students do by increasing entrepreneurial understanding has an impact on increasing entrepreneurial interest in business activities. These results are in line with research [1], [6] which says that increasing understanding of entrepreneurship has a passive and significant influence on entrepreneurial interest, the same statement is also expressed by [11] in his research which states that understanding entrepreneurship has a positive effect on entrepreneurial interest for independent entrepreneurship training participants.

Entrepreneurship training and seminars have a positive and significant effect on entrepreneurial interest in entrepreneurship development programme students. In line with the results of research [8] and [9] which say that entrepreneurship training has a positive and significant effect on increasing entrepreneurial interest, the more frequent entrepreneurship training is carried out, the stronger the entrepreneurial interest for business people. In line with research [10] which shows that entrepreneurship training has a positive effect on entrepreneurial interest. This means that the higher the level of entrepreneurship training, it will be able to increase entrepreneurial interest for students of the entrepreneurship development programme.

Entrepreneurial understanding has a positive and significant effect on business productivity. The higher the level of understanding of entrepreneurship will be the basis for increasing business productivity for students of the entrepreneurship development programme of Semarang State Polytechnic. In line with research [12], it shows that strengthening entrepreneurial understanding has a positive and significant effect on business productivity, meaning that if entrepreneurial understanding education is further enhanced, it will be able to increase business productivity for students. The same research results were also revealed by [13], [2] which stated that entrepreneurial understanding has a positive and significant effect on business productivity.

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