

INTEREST IN ENTREPRENEURSHIP DRIVEN BY SELF-EFFICIENCY AMONG CIREBON STUDENTS USING SOCIAL MEDIA

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ABSTRACT

This study aims to determine the impact of Feasibility and Self-Efficacy on Entrepreneurial Interest. This research was conducted at the Faculty of Economics, Universitas Swadaya Gunung Jati Cirebon, with a sample of 86 respondents. The determinant of respondents is chosen through proportional random sampling techniques because respondents are already known to the population and the distribution of the number of respondents who are even in each class. The data analysis method uses validity, reliability, classical assumptions, regression analysis, as well as t tests and F tests processed through the IBM SPSS 25 (Special Package For Statistical Science) application. The results showed that there was a partial significant positive impact of Feasibility and Self-Efficacy variables on Entrepreneurial Interest, simultaneously there was a significant positive impact of 61.8% between the Feasibility and Self-Efficacy variables on Entrepreneurial Interest, and the remaining 38.2% influenced by other factors. For the university, it is important to pay attention to the applicable curriculum and increase the intensity of entrepreneurship training programs as an implementation so that many students are interested in becoming an entrepreneur.

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1. INTRODUCTION

The challenges in finding employment among college graduates are getting tighter and the number of opportunities offered job opportunities is not proportional to the number of graduates. The Ministry of Research, Technology and Higher Education stated that the number of unemployed university graduates was around 8.8% of the total graduates of various levels of higher education in 2018. This number is equivalent to 630 thousand of the 7 million unemployed in Indonesia [1]. Everyone's dream, especially for students who have just finished their studies at university, is to have an established job and work in a prestigious company, especially if the work obtained is in accordance with the competencies mastered, because the competencies that have been occupied during college will be more useful if applied in the world of work.

One of the fundamental problems faced by Indonesia today is unemployment [1]. One of the efforts that can be made to reduce unemployment is the need to develop an entrepreneurial spirit as early as possible. One solution to overcome the problem of unemployment is to become an entrepreneur [2]. The importance of cultivating the spirit of entrepreneurship is expected to overcome the problem of open unemployment for high school or college graduates [3]. Students as a smart generation today are also expected to be able to participate in becoming entrepreneurs so that students are no longer oriented to become employees but become successful entrepreneurs by having many employees in the future. Therefore, significant additional entrepreneurs are still needed to accelerate economic growth social. Entrepreneurship is one of the competencies pursued by universities, as evidenced by the existence of Entrepreneurship courses taught in each faculty of economics.

The existence of entrepreneurship education in universities is expected to be able to provide students with motivation and understanding of the importance of entrepreneurship [4]. Students are taught to understand the theory of entrepreneurship, and then applied in a form of their own business practice which is also facilitated by universities, so that they are expected to become educated young entrepreneurs who are able to start their own businesses. Along with the advancement of information and technology, information on how to become an entrepreneur, ideas in business and ways to develop entrepreneurship has been widely on the internet.

In today's era of digitalization, maybe anything can be associated with the internet. Starting from playing, learning, reading, following the latest news, socializing, to selling products can also be through the internet. So it can be concluded that almost all of our daily activities do not escape and cannot be separated from the use of the internet. The Internet is one of the advances in the field of communication technology that is growing so rapidly. The Internet can provide ease of communication and facilitate certain interests. And it's no secret that we are now very dependent on a technology called the internet. The advent of the internet has revolutionized the way people live and daily activities [5].

The rise of advertising using social networking media is one strategy that is considered effective and efficient to cut budgets in publishing products. [6] revealed that with the existence of social media, entrepreneurs are able to reach consumers widely, effectively, and efficiently so as to increase sales that lead to business success. [6] revealed that online social media is able to help entrepreneurs in running their businesses. This is in line with research conducted by [7] stating that there is an influence of the use of social media on entrepreneurial interest.

Interest in becoming an entrepreneur is defined as a person's desire to work independently (self-employed) or run his own business [8]. A business must certainly consider its Feasibility, because it is a benchmark for a business or business worthy or not to run. When an entrepreneur has considered many things, especially in his Feasibility, it is likely that an entrepreneur will be very confident to run or not the business venture he will run.

Entrepreneurial activities certainly require self-efficacy. Efficacy is a self-assessment, whether you can do good or bad actions, right or wrong, can or cannot do as required [9]. A person's efficacy largely determines how much effort is expended and how the individual perseveres in the face of obstacles and painful experiences [4]. Self-efficacy for entrepreneurship owned by students will provide maximum results if the student believes in himself that he is capable of entrepreneurship [10]. Opening a business requires self-confidence (self-efficacy) in the abilities possessed in order to achieve success in entrepreneurship. Someone who has high self-efficacy, tends to work harder to realize his desire for entrepreneurship. According to the opinion [11] High self-efficacy has the influence to take initiative and try to be more diligent in becoming an entrepreneur and vice versa low self-efficacy has an impact on lack of self-desire and enthusiasm. Previous research has shown that there is an influence of self-efficacy in building an entrepreneurial attitude to develop their business. In line with research conducted by [12] shows that self-efficacy affects entrepreneurial interest. Furthermore, research conducted by [13] concluded that the leadership and self-confidence of business actors play an important role in the development of one's intention to do entrepreneurship.

The effort that the Faculty of Economics of Swadaya Gunung Jati University is trying to make is to increase entrepreneurial interest for students. Given that the mastery of student entrepreneurship knowledge is still very lacking, this can be seen from the no change in the mindset of students about entrepreneurship after getting the Entrepreneurship course. Therefore, based on the phenomenon described earlier, this study is entitled "Entrepreneurial Interest Driven by Feasibility and Self-Efficacy in Social Media User Students at the Faculty of Economics, Swadaya Gunung Jati University Cirebon".

2. METHOD

This type of research is quantitative. The population in this study is students of the Faculty of Economics level IV who have taken entrepreneurship courses totaling 611 people. While the sample of this study was determined through random sampling using the slovin formula with an error rate of 10% so that a total sample of 85.93 was obtained (rounded to 86 respondents). The sampling technique is probability sampling using proportionate stratified random sampling. Data collection techniques using questionnaires and interviews.

The data analysis carried out is multiple linear regression analysis. Before going to the multiple regression analysis stage, researchers first conduct an instrument feasibility analysis in the form of validity and reliability tests, as well as classical assumption tests as prerequisites that must be met in multiple linear regression tests including linearity tests, heteroscedasticity tests and multicollinearity tests.

3. RESULT AND DISCUSSION

3.1 Multiple Linear Regression Analysis

Multiple regression analysis was carried out to determine the magnitude of the influence of several variables simultaneously on the dependent variable, in this study the variables Feasibility (X1) and Self-efficacy (X2) on entrepreneurial interest (Y), the following results are shown in the following table:

Table 1. Multiple Regression Analysis Results

Type	Coefficients ^a		Standardized Coefficients	T	Sig.
	Unstandardized Coefficients	Std. Error			
	B		Beta		
1 (Constant)	2.830	2.468		1.147	.255
Feasibility	.370	.078	.450	4.738	.000
Self-efficacy	.472	.110	.406	4.270	.000

a. Dependent Variable: Interest in Entrepreneurship

Based on the table above, it is known that the constant value is 2.830 while the Feasibility value is 0.370 and the Self-efficacy value is 0.472. The regression equation can be known as follows:

$$Y = 2.830 + 0.370 X_1 + 0.472 X_2$$

The linear regression equation above shows the direction of each independent variable with respect to the dependent variable and can be described as follows:

1. The constant value is 2.830 meaning that if the Feasibility and Self-efficacy values are 0, then the Interest in entrepreneurship is 2.830.
2. The value of the regression coefficient of the Feasibility variable has a value of 0.370, meaning that if other variables have a fixed value, then every increase of 1 Feasibility unit will result in an increase in student entrepreneurial interest of 0.370. The Feasibility coefficient is positive, which means that there is a positive relationship between Feasibility variables and student entrepreneurial interest.
3. The value of the regression coefficient of the self-efficacy variable has a value of 0.472. This means that if other variables have a fixed value, then every increase of 1 unit of self-efficacy will result in an increase in student entrepreneurial interest of 0.472. The self-efficacy coefficient is positive, which means that there is a positive relationship between the self-efficacy variable and the entrepreneurial interest of students.

3.2 Coefficient of Determination

The coefficient of determination is carried out with the aim of determining the magnitude of the influence of Feasibility and Self-Efficacy on student entrepreneurial interest. Here are the results of the coefficient of determination from this study:

Table 2. Results of the Coefficient of Determination

Model Summary ^b				
Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.792 ^a	.627	.618	2.099

a. Predictors: (Constant), Self-Efficacy, Feasibility
 b. Dependent Variable: Interest in Entrepreneurship

Based on the table above, it can be seen that the value of the coefficient of determination R² (Adjusted R Square) of 0.618 means that Feasibility and Self-Efficacy together affect employee performance by 61.8% and the remaining 33.2% is influenced by other factors that are not studied.

3.3 Test the hypothesis

3.3.1 Test t

The t-test is performed to test whether each independent variable has a significant influence on the dependent variable. The t (partial) test can be known by using the comparison of t count > t table then the research hypothesis is partially accepted (significant) and if t_{count} < t_{table} then the research hypothesis is partially rejected (not significant).

Table 3 T test results

Type	Coefficients ^a		Standardized Coefficients	T	Sig.
	Unstandardized Coefficients	Std. Error			
	B		Beta		
1 (Constant)	2.830	2.468		1.147	.255

Feasibility	.370	.078	.450	4.738	.000
Self-efficacy	.472	.110	.406	4.270	.000

a. Dependent Variable: Interest in Entrepreneurship

Based on the table above, it can be concluded that:

1. Feasibility variables have an influence on student entrepreneurial interest. This is evidenced by the p-value (Sig) < 0.05 which is 0.00 < 0.05 and the > value which is 4.738 > 1.669 then $t_{hitung} > t_{tabel}$ is rejected and H_a is accepted. So it can be concluded that the Feasibility variable has a positive and significant effect on entrepreneurial interest.
2. Self-efficacy variables have an influence on entrepreneurial interest. This is evidenced by the p-value (Sig) < 0.05 which is 0.000 < 0.05 and the > value which is 4.270 $t_{hitung} > 1.669$ then H_{tabel} is rejected and H_a is accepted. So it can be concluded that the Self-Efficacy variable has a positive and significant effect on entrepreneurial interest.

3.3.2 Test F

Test F (simultaneous) is carried out to determine whether or not there is an influence of independent variables, namely Feasibility and Self-Efficacy on the dependent variable, namely entrepreneurial interest together. The F test can be done by comparing $F_{count} > F_{table}$ or it can also be seen from the significance value. Below are the calculation results:

Table 4 F Test Results

		ANOVA ^a				
Type		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	614.679	2	307.339	69.762	.000 ^b
	Residuals	365.658	83	4.406		
	Total	980.337	85			

a. Dependent Variable: Interest in Entrepreneurship

b. Predictors: (Constant), Self-Efficacy, Feasibility

Based on the table above, it can be obtained that the calculated F value is $69.762 \geq F_{table} 3.11$ and the significance value is $0.000 < 0.05$, this means that the hypothesis proposed is acceptable, that there is a significant positive impact between the variables Feasibility (X_1) and Self-Efficacy (X_2) on Entrepreneurial Interest (Y).

3.4 Discussion

3.4.1 The Effect of Feasibility (X_1) on Entrepreneurial Interest (Y)

Based on the results of hypothesis testing that the Feasibility variable partially has a significant impact on Entrepreneurial Interest in Students of the Faculty of Economics, Swadaya Gunung Jati University, Cirebon. This can be seen from the calculated t value of $10.032 \geq t_{table} 1.66320$. The magnitude of the influence of Feasibility on Entrepreneurial Interest is 54.5% and the remaining 45.5% is influenced by other factors.

The research above can be concluded that Feasibility is a very important factor and has an impact on Entrepreneurial Interest in students, it can be seen from a person's ability to analyze what kind of products and services are needed and desired by consumers. When he already knows what consumers need and want, he will have more interest in entrepreneurship. Because he is sure that his product/service is needed and desired by consumers. In addition, the high and low Feasibility can be measured from the ability of students to take advantage of existing technological developments for entrepreneurship. Someone who is able to take advantage of technological developments can read the opportunities that exist so that he can offer the products / services he provides to consumers. Then, in addition to those mentioned above, Feasibility can also be seen from a person's ability to determine to whom the product/service will be offered. When he has determined to whom his products/services will be offered, it will be easier for him to offer his products/services to consumers, and one's entrepreneurial interest will increase.

Feasibility is one of the main factors that can increase student interest in entrepreneurship. This can be realized by learning that is adjusted to the applicable curriculum and more implementation for students so that students can better understand the learning and practice carried out so that it can increase student interest in entrepreneurship. The above results are in line with previous research conducted by [14] which

concluded that Perceived Feasibility has a positive and significant effect on Entrepreneurial Intentions. In addition, research [15] also concluded that there is a relationship between entrepreneurial feasibility and entrepreneurial intention.

3.4.2 The Effect of Self-Efficacy (X_2) on Entrepreneurial Interest (Y)

Based on the results of hypothesis testing that the variable Self-Efficacy partially has a significant impact on Entrepreneurial Interest in Students of the Faculty of Economics, Universitas Swadaya Gunung Jati Cirebon. This can be seen from the calculated t value of $9.657 \geq t_{table} 1.66320$. The magnitude of the influence of Self-Efficacy on Entrepreneurial Interest is 52.6% and the remaining 47.4% is influenced by other factors.

Based on the results above, it can be concluded that self-efficacy has an impact on entrepreneurial interest in students, self-efficacy will foster one's interest in entrepreneurship because of the high trust and confidence of students will foster a confident and optimistic attitude in solving the problems they will face later. From the results of the discussion on the t test, it indicates that Self-Efficacy does have an impact on Entrepreneurial Interest. It can be seen from a person's perception in solving the problems he faces. When a person has a strong perception that he can solve the problems he faces then he will be able to solve his problems easily. Vice versa, when someone has the perception that the problems they face are difficult to deal with then they will find it difficult to face these problems. In addition, a person's self-efficacy can be measured by a person's high confidence in his abilities and applied with strong persistence in achieving goals and tenacity in solving existing problems.

This study also proves that the Self-Efficacy variable has a positive and significant impact on business interest. This proves that strong self-efficacy will increase his confidence and ability to complete a job or problem that will have an impact on success. The increasing self-efficacy, the interest in entrepreneurship will increase. The above results are in line with research that has been conducted previously by [16] which states that the Self Efficacy variable has a positive and significant effect on student entrepreneurial interest. In addition, research conducted by [17] concluded that entrepreneurial interest is influenced by entrepreneurship education and self-efficacy, where the effect is positive, the higher the support for students, the higher the interest in entrepreneurship, as well as the higher the entrepreneurship education and self-efficacy, the higher the interest in entrepreneurship. If someone has high self-efficacy, believes in themselves in doing something, then later in carrying out tasks, doing things, and getting things done, someone will be more courageous as well as in entrepreneurship, because in entrepreneurship does not know a lack of confidence, everything must be done on target and on time.

3.4.3 Impact of Feasibility (X_1) and Self-Efficacy (X_2) on Entrepreneurial Interest (Y)

Based on the results of this study simultaneously or jointly between Feasibility and Self-Efficacy on Entrepreneurial Interest, $F_{calculated} \geq F_{table}$, which is $69.762 \geq 3.11$ with a significance value of 0.000. Then it can be known that $F_{count} \geq F_{table}$ with a significance value smaller than 0.05. This means that Feasibility and Self-Efficacy together have a positive and significant impact on Entrepreneurial Interest in Students of the Faculty of Economics, Universitas Swadaya Gunung Jati Cirebon. The magnitude of the impact of Feasibility and Self-Efficacy together on Entrepreneurial Interest is 61.8% and the remaining 38.2% of the variable of Entrepreneurial Interest is influenced by other variables outside the object studied. For the most dominant variable in research is Feasibility.

Based on the results of the research above, it can be concluded that Feasibility and Self-Efficacy together have a positive and significant influence on student Entrepreneurial Interest, so it can be said that students need to prepare a business feasibility analysis and increase self-confidence so as to increase student entrepreneurial interest. That way the faculty can provide teaching to students to analyze what aspects must be prepared when opening a business and form student confidence and confidence in entrepreneurship in accordance with the applicable curriculum at the university. The above results are in line with previous research conducted by [18] which concluded that there is a role of feasibility and entrepreneurial self-efficacy in fostering entrepreneurial intentions.

4. CONCLUSION

The results showed that there was a partial significant positive influence of Feasibility and Self-Efficacy variables on Entrepreneurial Interest, simultaneously there was a significant positive impact of 61.8% between Feasibility and Self-Efficacy variables on Entrepreneurial Interest, and the remaining 38.2% was influenced by other factors. Thus, Feasibility and Self-Efficacy will strengthen and increase students' confidence in starting entrepreneurship so that they can increase student entrepreneurial

interest. For the university, it is important to pay attention to the applicable curriculum and increase the intensity of entrepreneurship training programs as an implementation so that many students are interested in becoming an entrepreneur.

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Interest In Entrepreneurship Driven By Self-Efficiency Among Cirebon Students Using Social Media,

Rahmadi et al