

Original Article

The Influence of Entrepreneurial Self-Efficacy, Entrepreneurial Education and Proactive Personality on Entrepreneurial Intention of Participants of Student Entrepreneurship Program (SEP) of Politeknik Negeri Semarang in 2018 – 2020

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Abstract: Politeknik Negeri Semarang is one of the vocational colleges in Semarang that takes part in the "Student Entrepreneurship Program (SEP)". This study's goal was to ascertain the impact of entrepreneurial self-efficacy, entrepreneurial education, and proactive personality on participants in Politeknik Negeri Semarang's "Student Entrepreneurship Programme (SEP)" in the years 2018 through 2020. Purposive sampling was utilised to select 75 respondents for the interviews, questionnaires, and literature review that served as the research's data gathering procedures. The *t* test, *F* test, coefficient of determination, validity test, and reliability test are a few examples of data analysis techniques. According to the study's findings, entrepreneurial self-efficacy, education, and proactive personality all have a favourable and significant impact on entrepreneurial intention, both partially and simultaneously. The study produced an Adjusted R Square value of 0.630, which indicates that 63% of the variance in the dependent variable was contributed by the independent factors. While additional factors outside the scope of this study have an impact on the remaining 0.370, or 37%.

Keywords: Entrepreneurial Education, Entrepreneurial Intention, Entrepreneurial Self-Efficacy, Proactive Personality.

I. INTRODUCTION

Werthes, Mauer, and Brettel (2018) argue that an entrepreneur is someone who has certain goals, high spirits and has the desire to create something to fulfill their ambitions. In general, entrepreneurs have the same characteristics, namely people who have the energy and determination to be involved in innovative adventures, the willingness to take personal responsibility for achieving a goal in the way they choose, and they have the desire to achieve very high (Safitri and Setiaji, 2018). Geoffrey Crowther added that entrepreneurial traits are shown by an optimistic attitude and confidence in their abilities and are oriented towards the future (Safitri and Setiaji, 2018).

In carrying out an entrepreneurial activity, it is necessary to have an intention within a person in entrepreneurship. The definition of intention according to Ajzen and processes (1991) in The Planned Behaviour Theory is a motivation that arises from a person, the desire they have to run a business, and the desire to work hard which is reflected in the form of action (Sukmaningrum and Rahardjo, 2017). Meanwhile, Entrepreneurial Intention is an intention to start, form or have a business before doing business (Travis and Freeman, 2017).

When compared to people who don't have the goal to start a business, those that do will have greater self-confidence, progress, and ready to manage their firm. According to Untu and Widjaja (2019) and Krueger and Carsrud (1993), the best predictor of entrepreneurial conduct is intention. As a result, using intention as a starting point to determine whether a person will become an entrepreneur is a solid method (Choo and Wong, 2006); (Untu and Widjaja, 2019).

Researchers believe it is critical to recognise and comprehend the factors that affect entrepreneurial behaviour and intentions in order to increase entrepreneurial intentions. The process of becoming an entrepreneur itself is formed in the intention of entrepreneurship through several factors which include individual belief in their abilities in the world of entrepreneurship (Entrepreneurial Self-Efficacy), entrepreneurship education (Entrepreneurial Education) and proactive personality (Proactive Personality). Through a procedure that relates to the influence of unique internal elements, Self-Efficacy is possible to raise Entrepreneurial Intention. These internal factors also develop with encouragement from outside such as the existence of entrepreneurship education which is able to encourage the growth of a person's Entrepreneurial Intention because of the knowledge that motivates individuals to create new businesses. In addition, another factor that encourages the growth of Entrepreneurial Intention is Proactive Personality which is one of the determining factors in an individual's view of



environmental change. Therefore, strong Entrepreneurial Intention can be possessed if someone has a large Entrepreneurial Self-Efficacy, has received Entrepreneurial Education and has a Proactive Personality.

Entrepreneurial Self-Efficacy is a foundation for how people think, feel, and are inspired to be able to show their competence in entrepreneurship (Park, 2018). Entrepreneurial Self-Efficacy can be used to gauge a person's commitment to his beliefs. Confidence in yourself will be able to grow one's intention in entrepreneurship. So that the individual's mindset towards Entrepreneurial Self-Efficacy will be able to determine the level of effort that is made and how the individual is able to survive in the face of obstacles that may be received later.

Entrepreneurial Education is one form of the role of the world of education in building the progress of the nation through entrepreneurship theory. Entrepreneurial Education is defined as an educational program that forms an entrepreneurial attitude and shapes one's intention to become a successful entrepreneur (Primandaru and Andriyani, 2019). In its implementation, Entrepreneurial Education leads to the creation of values and forms of work in achieving success (Permatasari, 2016).

In an organizational psychology study, personality characteristics are important predictors for success in various fields, one of which is in the field of entrepreneurship (A. T. J. M. E. d. M. Aryaningtyas, 2018). Bateman in (Fitwaturrusuliyah, 2018) defines Proactive Personality as a personality that has relatively stable tendencies, is not affected by situational changes and can make changes to the environment which are shown based on their ability to identify opportunities, take initiative, take action and be persistent. Based on this, it is necessary to have personality characteristics.

This table shows that the number of Politeknik Negeri Semarang students who pass the Student Entrepreneurship Program (SEP) selection fluctuates every year. However, many SEP activity participants who had graduated from tertiary institutions chose to decide not to continue the business they had started and developed. This can be proven from interviews conducted with SEP participants in 2018 – 2020 who have graduated from Politeknik Negeri Semarang. Based on the results of these interviews, the number of businesses that are still running to date is only 26 of the 82 proposed titles or if the percentage is only 31.7%. Meanwhile, SEP activities have contributed to providing assistance in the form of venture capital for students, so that the facilities from the government to reach students' abilities in entrepreneurship are quite good. This problem illustrates the decline in Entrepreneurial Intention possessed by post-graduate students from tertiary institutions.

Table 1: Politeknik Negeri Semarang Students Receives of Student Entrepreneurship Program Year 2018 – 2020

SEP Year	Number of Recipients
2018	55
2019	123
2020	94
Amount	272

One of the factors contributing to Indonesia's unstable economic rate is the high unemployment rate, particularly at the tertiary level, and the low number of entrepreneurs in the country. As a result, it is essential to develop new businesspeople who can increase the number of entrepreneurs in Indonesia, stabilise the economy, and lower the unemployment rate in the nation. The formation of these new entrepreneurs certainly requires interest and intention that must arise from each individual. In connection with efforts to foster interest and intention, it is necessary to have encouragement both from within and from outside the individual. Support in the form of developing Entrepreneurial Self-Efficacy, Entrepreneurial Education and the application of Proactive Personality is needed in the hope of increasing student Entrepreneurial Intention, so as to ensure tertiary graduates, especially the Semarang State Polytechnic, can grow and develop into successful entrepreneurs. Based on these problems, the theme was raised regarding Entrepreneurial Intention in Semarang State Polytechnic SEP participants in 2018 - 2020 with the title "The Influence of Entrepreneurial Self-Efficacy, Entrepreneurial Education and Proactive Personality on Entrepreneurial Intention in Student Entrepreneurship Program (SEP) Participants of Semarang State Polytechnic in 2018 – 2020".

II. MATERIALS AND METHODS

The researcher made a questionnaire used to collect data. The questionnaires were distributed proportionally to the population (participants in the student entrepreneurship program) who had certain criteria set by the researcher specifically, Student Entrepreneurship Program of Politeknik Negeri Semarang participants 2018 – 2020 who run a business (purposive sampling method).

The use of quota sampling refers to the requirements and sample formula recommended by Ferdinand (2006), namely with the following conditions:

n = (25 x independent variable)
= 25 x 3 independent variables
= 75 samples.

Based on these calculations, the number of respondents was determined, namely at least 75 respondents as the research sample.

A Likert Scale is used to convert the measurement variables into variable indicators. The instrument elements, which may be questions or statements, are then assembled using the indication as a starting point. According to the Likert Scale, the responses range from highly positive to very negative for each instrument item. Six levels are used to categorise respondents' perceptions on the impact of entrepreneurial self-efficacy, entrepreneurial education, and proactive personality on entrepreneurial intention.

1. Strongly disagree Score 1
2. Disagree Score 2
3. Disagree Score 3
4. Simply agree Score 4
5. Agree Score 5
6. Strongly agree Score 6

A Likert scale with six alternative answers is felt to be the most appropriate because it is based on research results from Chomeya (2010) which revealed that a Likert scale with 6 alternative answers tends to provide discrimination and a higher reliability value than a Likert scale with 5 alternatives. If you want to emphasize discrimination and high reliability, the alternative chosen is to use a Likert Scale with 6 alternative answers (Chomeya, 2010).

The location and time of implementation of this research are on Politeknik Negeri Semarang from May to August 2021.

The validity and reliability of the instrument were initially examined. The findings are presented as data from the heteroscedasticity, multicollinearity, and normalcy tests. The outcome data is typical. Then, using the IBM SPSS 24 tool, multiple regression analysis was performed on the data. The formula for the multiple regression equation is as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

Source: Lupiyohadi and Ikhsan (2015: 152).

Information:

α = constant coefficient

β = Directional number or regression coefficient, which shows the increase or decrease in the dependent variable suggested on the independent variable. If b (+) then it increases, if (-) then there is a decrease.

Y = Entrepreneurial Intention

X1 = Entrepreneurial Self-Efficacy

X2 = Entrepreneurial Education

X3 = Proactive Personality

e = Errors

Then, we conducted a partial significance test to demonstrate the extent to which each independent or explanatory variable contributed to the variation in the dependent variable. Data was also used to calculate the coefficient of determination.

III. RESULTS AND DISCUSSION

Determine the strength and direction of the association between the independent variables (Entrepreneurial Self-Efficacy (X1), Entrepreneurial Education (X2), and Proactive Personality (X3)) and the dependent variable (Entrepreneurial Intention (Y)) by the use of multiple linear regression analysis. The modified data is the processed data from Appendix 6. Table 2 displays the multiple linear regression analysis's subsequent findings.

Table 2: Results of Multiple Linear Regression Analysis Test Coefficients*

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	17,36	3,959		4,387	,000
X1	,475	,085	,483	5,618	,000
X2	,411	,090	,390	4,571	,000
X3	,450	,097	,330	4,628	,000

a. Dependent Variable: *Entrepreneurial Intention (Y)*

The significance threshold for all independent variables, including entrepreneurial self-efficacy (X1), entrepreneurial education (X2), and proactive personality (X3), is <0.05, as can be shown from Table 2. These findings indicate that all independent variables significantly and favourably affect the dependent variable entrepreneurial intention (Y), allowing the following regression equation to be constructed:

$$Y = 17,367 + 0,475 X1 + 0,411 X2 + 0,450 X3 + e$$

Information:

α = Constant

Y = Entrepreneurial Intention

X1 = Entrepreneurial Self-Efficacy

X2 = Entrepreneurial Education

X3 = Proactive Personality

The regression equation above can be explained as follows:

A) *Constant (α)*

The constants in the regression equation above can be interpreted if the independent variables which include Entrepreneurial Self-Efficacy (X1), Entrepreneurial Education (X2) and Proactive Personality (X3) have a value of 0 (zero), then the dependent variable, namely Entrepreneurial Intention (Y) has a positive value of 17.367 which means that the influence of these three variables is very important to increase Entrepreneurial Intention.

B) *Entrepreneurial Self-Efficacy Variable (X1)*

With a positive coefficient value of 0.475, the Entrepreneurial Self-Efficacy variable (X1) has a positive influence on Entrepreneurial Intention (Y). According to the regression coefficient in the regression equation, as entrepreneurial intention (Y) rises, so does entrepreneurial self-efficacy (X1). Assuming the variables for entrepreneurial education (X2) and proactive personality (X3) remain constant or unchanged, if entrepreneurial self-efficacy (X1) declines, entrepreneurial intention (Y) will similarly decline.

C) *Entrepreneurial Education (X2)*

Entrepreneurial Education variable (X2) has a positive influence on Entrepreneurial Intention (Y) with a positive coefficient value of 0.411. The regression coefficient in the regression equation can be interpreted that each Entrepreneurial Education (X2) has increased then Entrepreneurial Intention (Y) will also increase. Meanwhile, if Entrepreneurial Education (X2) decreases, Entrepreneurial Intention (Y) will also decrease, assuming the variables Entrepreneurial Self-Efficacy (X1) and Proactive Personality (X3) are constant or unchanged.

D) *Proactive Personality (X3)*

The Proactive Personality variable (X3) has a significant and positive effect on Entrepreneurial Intention (Y) with a coefficient value of 0.450. The regression coefficient in the regression equation can mean that every time Proactive Personality (X3) increases, Entrepreneurial Intention (Y) will also increase. Meanwhile, if Proactive Personality (X3) decreases, Entrepreneurial Intention (Y) will also decrease, assuming the Entrepreneurial Self-Efficacy (X1) and Entrepreneurial Education (X2) variables are constant or unchanged.

The independent variables entrepreneurial self-efficacy (X1), entrepreneurial education (X2), and proactive personality (X3) are all anticipated to have a significant and positive influence on the dependent variable entrepreneurial intention (Y) based on the equation above. The appendix provides a clearer view of the multiple linear regression test findings.

E) T test

According to (Ghozali, 2018: 98) the t test is used to demonstrate how much one independent variable, taken alone, can explain the fluctuations in the dependent variable. In this study, the partial (individual) effects of the independent variables (self-efficacy, entrepreneurial education, and Proactive Personality) on the dependent variable (entrepreneurial intention) were assessed using the t test. The following are the results of calculations using SPSS version 24. If you look at the t table with a significance of 0.05 and degrees of freedom (df) = $n-2 = 75-2 = 73$, a t table of 1.666 is obtained. So the decision-making criteria on the t test are as follows:

- a. Ho is accepted or Ha is rejected, if $t \text{ count} < t \text{ table}$ or $\text{sig} > 0.05$
- b. Ho is rejected or Ha is accepted, if $t \text{ count} > t \text{ table}$ or $\text{sig} < 0.05$

Table 3 displays the outcomes of the T test conducted in this investigation using the SPSS version 24 software.

Table 3: Results of Significance Test t

Variable	t count	T table	Significance results	Note
<i>Entrepreneurial Self-Efficacy (X1)</i>	4,387	1,666	0,038	Positive and Significant
<i>Entrepreneurial Education (X2)</i>	5,618	1,666	0,000	Positive and Significant
<i>Proactive Personality (X3)</i>	4,571	1,666	0,003	Positive and Significant

Based on Table 3 above, the results obtained from the hypothesis test are described as follows:

A) Effect of Entrepreneurial Self-Efficacy (X1) on Entrepreneurial Intention (Y)

Ho1: There is no significant effect between Entrepreneurial Self-Efficacy on Entrepreneurial Intention in participants of Entrepreneurial Student Program (SEP) Semarang State Polytechnic 2018 – 2020.

Ha1: There is a positive and significant influence between Entrepreneurial Self-Efficacy on Entrepreneurial Intention in participants of the Semarang State Polytechnic Student Entrepreneurship Program (SEP) in 2018 – 2020.

According to the calculations, the t count value is 5.618 when seen in the t table with $\alpha = 5\%$, degrees of freedom (df) = $n-k = 75-3 = 72$, and a t table of 1.666 is achieved. This indicates that the t count is bigger than the t table ($5.618 > 1.666$), and the significance value is $\text{sig} = 0.000 < 0.05$. The Entrepreneurial Self-Efficacy variable has a large and positive effect on Entrepreneurial Intention as a result of Ho1 being rejected and Ha1 is accepted.

B) Effect of Entrepreneurial Education (X2) on Entrepreneurial Intention (Y)

Ho2: There is no significant effect between Entrepreneurial Education on Entrepreneurial Intention in participants of the Semarang State Polytechnic Student Entrepreneurship Program (SEP) in 2018 – 2020.

Ha2: There is a positive and significant influence between Entrepreneurial Education on Entrepreneurial Intention in participants of the Semarang State Polytechnic Student Entrepreneurship Program (SEP) in 2018 – 2020.

The t count value is 4.571 according to the calculation findings, and when compared to the t table with $\alpha = 5\%$ and degrees of freedom (df) = $n-k = 75-3 = 72$, a t table of 1.666 is obtained, indicating that the t count is higher than the t table ($4.571 > 1.666$) and significance value is $\text{sig} = 0.000 < 0.05$. The Entrepreneurial Education variable has a strong and favourable impact on Entrepreneurial Intention as a result of Ho2 being rejected and Ha2 being accepted.

C) Effect of Proactive Personality (X3) on Entrepreneurial Intention (Y)

Ho3: There is no significant effect between Proactive Personality and Entrepreneurial Intention in participants in the Student Entrepreneurial Program (SEP) of Semarang State Polytechnic 2018-2020.

Ha3: There is a positive and significant influence between Proactive Personality and Entrepreneurial Intention in participants in the Student Entrepreneurial Program (SEP) Semarang State Polytechnic 2018-2020.

In the t table with $\alpha = 5\%$ and degrees of freedom (df) = $n-k = 75-3 = 72$, the calculation yielded a t count of 4.628; this means that the t count is more than the t table ($4.628 > 1.666$), and the significance value is $\text{sig} = 0.000 < 0.05$. In light of the fact that Ho3 is disregarded and Ha3 is accepted, the entrepreneurial intention variable is significantly and favourably impacted by the proactive personality variable.

Table 4: Determination Coefficient Result

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,803 ^a	,645	,630	3,3468
a. Predictors: (Constant), X3, X2,X1				
b. Dependent Variable: Y				

The ability of the independent variables to explain variations in the entrepreneurial intention variable is equal to 63.0%, while variations in other variables that were not examined in this study account for 27.0% of the variance, as shown by Table 22's Adjusted R Square value of 0.630.

III. CONCLUSION

Conclusion can be described as follows:

1. The indicators in each statement of the variables entrepreneurial self-efficacy (X1), entrepreneurial education (X2), proactive personality (X3), and entrepreneurial intention (Y) have r counts greater than r tables, so the questionnaire can be said to be valid. Likewise, for the reliability test, each variable is greater than the standard Cronbach Alpha value of 0.60, so the results of the questionnaire are reliable.
2. Based on the results of the variable descriptive analysis test in the research that has been done, the respondents' answers indicate that the index value of each variable has a high interpretation (72.23% - 100%). This shows that Entrepreneurial Self-Efficacy, Entrepreneurial Education, Proactive Personality in the 2018-2020 Semarang State Polytechnic Student Entrepreneurial Program (SEP) participants are good.
3. According to the results of the Multiple Linear Regression Test, the variables Entrepreneurial Self-Efficacy (X1), Entrepreneurial Education (X2), and Proactive Personality (X3) have a positive and significant influence on Entrepreneurial Intention (Y). The following is the multiple linear regression equation used in this study:

$$Y = 17.367 + 0.475 X1 + 0.411 X2 + 0.450 X3 + e$$

4. According to the regression equation, the Entrepreneurial Self-Efficacy variable (X1) has a regression coefficient value of 0.475, the Proactive Personality variable (X3) is in second place with a regression coefficient value of 0.450, and the Entrepreneurial Education variable (X2) has a regression coefficient value of 0.411, which indicates that this variable has the least impact on Entrepreneurial Intention (Y).
 5. The independent variables entrepreneurial self-efficacy (X1), entrepreneurial education (X2), and proactive personality (X3) together have a positive and significant effect on entrepreneurial intention (Y), the dependent variable, according to the results of the F test, with the result f count > f table (43.042 > 2.73). As well as a significance level of <0.05 (0.000 < 0.05).
 6. According to the examination of the coefficient of determination (R²), the adjusted R square is 0.630, or 63%, in size. This demonstrates that entrepreneurial intention is influenced by independent variables to the extent of 63% (entrepreneurial self-efficacy, entrepreneurial education, and proactive personality), whereas the remaining 37% (100% - 63% = 37%) is influenced by other factors not addressed in this study.
 7. The t test results indicate that the independent factors (Entrepreneurial Self-Efficacy, Entrepreneurial Education, and Proactive Personality) partially have a positive and significant effect on Entrepreneurial Intention as the dependent variable, rejecting Ho's hypothesis.
- a. The majority of participants in the Student Entrepreneurship Programme (SEP) of the Semarang State Polytechnic who are respondents in this study are female, and the majority are participants in the 2020 food and beverage business sector, according to the results of an analysis of the characteristics of the respondents in the research that has been conducted. Beverage. In addition, the majority of businesses run for 1 year.

IV. CONCLUSION

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