

The Influence of Entrepreneurship Education on Interest in Entrepreneurship is Moderate by Self-Efficacy

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ABSTRACT

The aim of this research is to determine and analyze the influence of entrepreneurship education on the entrepreneurial interest of students at the Faculty of Economics, Balitar Islamic University, which is moderated by self-efficacy. This research used a sample of 30 people who were determined randomly. This research uses descriptive analysis techniques and Moderated Regression Analysis. The results show that entrepreneurship education and self-efficacy have a significant effect on entrepreneurial interest. Apart from that, self-efficacy moderates the influence of entrepreneurship education on entrepreneurial interest. It can be interpreted that self-efficacy strengthens the influence of entrepreneurship education on the entrepreneurial interest of students at the Accounting Study Program, Faculty of Economics, Balitar Islamic University.

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1. INTRODUCTION

Problem The largest in Indonesia is the increasing amount number unemployment and increase this no accompanied by an increase field job. Data from the Central Statistics Agency (BPS) shows that happen enhancement amount of unemployment of 2.61 Million in May 2023 compared to May 2022. Views farther based on education the last thing to be completed is education college tall become contributor largest in number unemployment in Indonesia. Amount partial unemployment big from college tall worried will the more increases. The reason being reason theenhancement of unemployment is the majority of students want to become civil servant or employee the private sector complies they more ensure prosperity and future because there is income still obtained.

From several things that can be done to change mindsets and patterns think studentsto provision knowledge entrepreneurship. The more tall knowledge about entrepreneurship so will the more open his thoughts about entrepreneurship. Some students have view want to create field possible work to help describetheir future career. Howeverare still lots of students who are not capable equip education entrepreneurship so they do not yet own desire for entrepreneurship. The role of universities is very importantfor increase amount businessman expected become contribute largest in the country's economy (Rahma & Usman2019).

Based on a phenomenon that is becominga reality businessmen is possible activities reducing unemployment in various countries. Activity entrepreneurship public through Micro, Small and Medium Enterprises (MSMEs) is very effective in absorbing power work and reduce

unemployment. But that's what happened problem moment this is lots child less young interested for entrepreneurship. For someone who wants to become an employee it's not a wrong thing however need is known that chance afwork is very limited compared to with number of searchers working every year (Mulyati, 2023). On the basis matterhere it is a need change pattern think child young the previous moment as a searcher work or job seeker become a creator work or job creator.

Formationof childrentinking young become creators work is a possible solution to overcoming problem economic environment society (Abu et al.,2023). Dear child young at a time as the student must lots introduced to insight and experience in entrepreneurship so that capable entrepreneurs who own skills are qualified and capable of increase economy nation in the future. This thing needs training towards his entrepreneurial mentality. Apart from that it needs creativity. Creativity is the ability somebody in find ideas and insights through think creative creating something demanding concentration, attention, will and work hard. Apart from being creative, things that are needed in entrepreneurship are innovation. There is innovation from entrepreneursucceed create good source power production new or existing management with increased mark creating potential something that doesn't is become there is.

The amount entrepreneurship in a country increases caused of role institution education in organizing education entrepreneurship with good (Mulyati, 2023). Entrepreneurship education is an element It's important to be able to give provisions and preparation for candidate entrepreneur. Entrepreneurship education is considered capable of growing soul entrepreneurship and will also increase interest in entrepreneurship (Widyawati and Mujjati, 2021). College education tall capable of giving enlightenment for studentsfor climbing career as entrepreneur. Goals of college education tall No only give theories and concepts of entrepreneurship just but also attitudes, thought patterns and behavior to students(Sayantoro et al.,2020). The more tall education level the will add level of outlook so that more interest entrepreneurship. Entrepreneurship education is an element importantfor grow interest in entrepreneurship (Widyawati and Mujjati, 2021).

Studies show that educational institutions as members in the activity join in as well as in activity businessmenhave a role important in building interest in entrepreneurship between participants educate through innovative programs (Hapuk et al.,2020). Studies show that knowledge important for preparing a candidate a entrepreneur as done by (Hapuk et al.,2020; Satyantoro et al.,2020; Princess 2021; Widyawati and Mujjati, 2021), however There is Other factors also influence the interest somebody for entrepreneurship . In addition to the identified knowledge as factor external influences, there are also factors that are believed to exist internally and influence interest entrepreneurship . One internal factor in question is efficacy self .

Efficacy self identified as a factor psychological or internal where somebody believe self in doing something (Mulyati, 2023). Efficacyself own important role in developing interests, incl interest entrepreneurship. Efficacy self can influence someone to interest somebody in something that can trusted. Creating something business needs trust ability self that business the will successful, here it is will motivating somebody for brave establish a business (Rahma et al., 2019).

Widyawati and Mujjati (2021) stated the efficacy student's self can influential to interest entrepreneurship. If someone has efficacy and high self then that person will own perseverance to increase effort and performance. Satyantoro et al.,(2020) stated that efficacy self is a factor decisive forceinterest somebody entrepreneurship. Efficacy self entrepreneurship is confidence own self that somebody will give success and also create satisfaction in entrepreneurship.

Research conducted by Satyantoro et al. (2020); Widyawati and Mujjati (2020); Hapuk et al.(2020) shows results that efficacy self influentialand significant to interest entrepreneurship. Putri's research (2021) explains other results variable efficacy self no own influence to interest entrepreneurship. Study Hapuk et al. (2020) shows results that efficacy self capable moderate connection between education entrepreneurship to interest entrepreneurship.

2. RESEARCH METHOD

Population in research This is as many as 93 students program Bachelor of Accounting studies at BalitarIslamic Universityclass of 2019 and 2020. Retrieval technique sample in study this that is randoml (*random sampling*). For know amount of sample used the researcher use formula slovin with degrees 10% allowance. Variable free to use that is education entrepreneurship and efficacy

selfthen variablebond is used that is interest interest entrepreneurship. Variable efficacy self in study this at a time becomes variable moderation.

Data collection method with questionnaire or questionnaire. The validity and reliability of the data were obtained through trials of 30 respondents who were distributed to students outside sample. The questionnaire use scale modified Likert into 5 alternative answers. Study this use method with analysis of multiple linear regression and performed testing hypothesis with previously prerequisite tests carried out *Moderated Regression Analysis* (MRA) is an assumption test classical and statistical tests descriptive. testing analysis of result data from the spread questionnaire, researcher analyze with using *the SPSS 26 for Windows* program.

Value test method differenceabsolute used for test influence efficacy self asvariable moderation. According to Equality *Moderated Regression Analysis* (MRA)through a value test difference is absolutely used as following.

$$Y = \alpha + \beta_1ZX1 + \beta_2ZZ+ \beta_3|ZX1-ZZ| + \varepsilon.....(1)$$

Description :

Y = Entrepreneurial interest

α = Constant

β1, β2, β3 = Coefficients regression of each variable independent

ZX1 = Absolute value variable education entrepreneurship

ZZ = Absolute value variable efficacy self

|ZX1-ZZ| = Measured interaction with mark absolute difference between ZX1 and ZZ

ε = *error term* ie factor error in study

3. RESULTS AND DISCUSSIONS

Study this uses instruments that have been tested for validity and reliability. Based on results from the validity test all statement items are valid. Apart from that based on reliability test results too, all statement items stated reliable. Testing validity and reliability This uses SPSS 26 for Windows program help. Next, based on from results of data processing and analysis a coefficient model regression variable X against Y in Table 1.

Study this uses*Moderated Regression Analysis* (MRA). Form designed regression for know rolesomething variables that can strengthen or weaken the relationship between variable free with variable bound. *Moderated Regression Analysis* (MRA) was used to know influence efficacy self (Z) in moderate connection education entrepreneurship (X) againstinterest entrepreneurship (Y). Results of *Moderated Regression Analysis* (MRA) withtesting mark difference absolute shown in Table 1. Table 1 shows the results of *Moderated Regression Analysis* (MRA)so that written equality *Moderated Regression Analysis* (MRA) withvalue test difference absolute as following.

$$Y = 20.040 + 2.221ZX 1 + 1.533ZZ + 0.847|ZX1-ZZ|$$

Table 1. Moderated Regression Analysis (MRA) Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1. (Constant)	20,040	0.432		40,081	0,000
Entrepreneurship Education (X)	2,221	0.211	0.471	7,686	0,000
Efficacy Self (Z)	1,533	0.297	0.233	3,449	0.002
Education – Self Efficacy (ZX1-ZZ)	0.847	0.342	0.112	2,115	0.024
Dependent Variable: Entrepreneurial Interest					
F Count : 30,233					
Sig : 0.000 ^b					
Adjusted R ² : 0.482					

Source: Primary data processed, 2023

Equality regression, can explain that mark coefficient variable (β1) moderation is significant, then efficacy self (Z) is variable moderation. Coefficient variable education entrepreneurship (X)

marked positive 2.221 significant. Coefficient variable efficacy self (Z) marked positive 1.533 significant. Coefficient Interaction marks absolute variable education entrepreneurship (X) and efficacy self (Z) marked positive 0.847 significant. Assess the result marked test positive signifiy variable moderation strengthen influence variable education entrepreneurship (X) against variable interest entrepreneurship (Y). This thing in accordance with the criteria first , that is if β_1 is positive, significant, or no and β_3 is positive, significant then Z is variable strengthening moderation the influence of X on Y.

Coefficient value the determinant (R Square) explains big contribution all over variable independent namely X1 (education entrepreneurship) X2 (efficacy self) with variable interest entrepreneurship (Y). In calculations statistics , the R2 value is used in study is *adjusted* R2 because This is one indicator For know influence addition One variable independent to in One equality regression. Coefficient test results determination in study This written in Table 1.

Coefficient test results determination gives results mark *adjusted* R2 (a coefficient determination that has been adjusted) is 0.482. This thing means variation interest entrepreneurship can be influenced by variation from variable education entrepreneurship (X) and efficacy self entrepreneurship (Z) was 48.2 percent whereas the rest amounting to 51.8 percent explained by other factors that are not explained in the research model.

Statistical test in Table 1 shows that testing hypothesis H1 obtained results beta coefficient for education entrepreneurship amounting to 2,221 with a mark significance of 0.000. If the value beta coefficient > 0 and the the value significance < 0.05 then reject hypothesis zero (H0) and accept hypothesis alternative (H1), meaning variable education entrepreneurship is influential positive on the variable interest entrepreneurship. Beta coefficient value for education entrepreneurship equal to 2.221 > 0 and value significance equal to 0.000 < 0.05 then reject hypothesis zero (H0). Variable education entrepreneurship is influential positive and significant in a way statistics on interest entrepreneurship with level error by 5%.

Based on the results answer to a statement about education entrepreneurship in questionnaire, obtained results that its heightens awareness students in see opportunities business after go through education entrepreneurship. This thing means the more tall ability students for see opportunities business after going through education entrepreneurship the more interest entrepreneurship student.

The more tall ability student minimizes risk in entrepreneurship so will the more interest entrepreneurship within oneself student. If material lectures in accordance with the syllabus subject entrepreneurship interest student the more high. According to *Theory Planned Behavior* , capable students catch opportunity business caused exists norm subjective that is size support social from behavior by other people is considered important in the matter this is a mentor or power educator like lecturer. Support socially acquired by the behavior of other students in activity lectures entrepreneurship.

Research results This in accordance with results study previously carried out by Setiawana et al.(2019), Suwarni and Usman (2019), Hapuket al..(2020), Putri (2021), Mulyati (2023), Wibowo et al.(2023) which states that education entrepreneurship influential positive to interest entrepreneurship. Testing hypothesis H2 shown in Table 1, was obtained results beta coefficient for efficacy self amounting to 1,533 with mark significance of 0.002. If the value beta coefficient > 0 and value significance < 0.05 then reject hypothesis zero (H0) and accept the hypothesis alternative (H2), meaning the variable efficacy self entrepreneurship is influential positive on the variable interest entrepreneurship. Beta coefficient value for efficacy self entrepreneurship equal to 1.533 > 0 and value significance equal to 0.002 < 0.05 then reject hypothesis zero (H0). Variable efficacy self entrepreneurship influential positive and significant in a way statistics on interest entrepreneurship with a level error by 5%.

Results from H2 explain that the more tall level trust student so the more increase interest his entrepreneurship. According to the Theory of *Planned Behavior* attitude is behavior somebody refers to level where somebody will form evaluation positive or negative. The more students feel their own attitude no easy to give up with risks-risks business, then interest in entrepreneurship will too the more high. Students who have an attitude no easily give up on risks - risks built business will try to manage their business maximum to fit with the objective expected business.

Research results This in accordance with study previously carried out by Setiawana et al. (2019), Suwarni & Usman (2019), Satyantoro and Andayani (2021), Setyanti et al. (2021), Hasan et al. (2021) and Yulianti & Anwar (2021) who found results that there is influence positive between efficacy self to interest entrepreneurship. The more self-efficacy own self student, the intention for entrepreneurship the student will the more high among students. Student have a feeling that it is not easy to give up with risks-risks business. If students no easy give up with risks-risks business, they will try for look for solutions on risks that occur in his business.

Testing hypothesis H3 shown in Table 1, obtained results beta coefficient for education entrepreneurship and efficacy self of 0.847 with a mark significance of 0.024. If the value beta coefficient > 0 and the value significance < 0.05 then reject the hypothesis zero (H_0) and accept hypothesis alternative (H3), meaning efficacy self as variable moderation can strengthen the connection positive education entrepreneurship to interest entrepreneurship. Beta coefficient value for education entrepreneurship and efficacy self entrepreneurship amounting to $0.847 > 0$ and significance of $0.024 < 0.05$ then reject hypothesis zero (H_0). Variable efficacy self can moderate connection education entrepreneurship to interest entrepreneurship with a level error by 5%.

Based on the answers respondents to statements about education entrepreneurship, efficacy self and interests entrepreneurship, shows results that students own awareness exists opportunity business after going through education entrepreneurship and students no easily give up on risk business so that can influential interest students in doing business. This thing signifies that the more awareness student will have of opportunity business after go through education entrepreneurship accompanied with attitude no easy give up with risk existing business so, interested entrepreneurship student the more high. The more student feel enthusiastic follow subject entrepreneurship accompanied with confidence in success business then, increasingly tall interest entrepreneurship student.

Research results this the same with study previously conducted by Ausmiati & Wahyudin (2018) and Widyawati & Mujiati (2021) which stated that existing interaction education between entrepreneurship and efficacy self will strengthen influence education entrepreneurship to interest entrepreneurship, increasingly tall education entrepreneurship will capable increase interest entrepreneurship If accompanied with efficacy high self. Mulyati (2023) stated students who take education entrepreneurial and efficacy drive self entrepreneurship will become provisions and more ready for entrepreneurship, besides That efficacy self existing entrepreneurship in self somebody will steady the person for ready entrepreneurship. Hapuket al. (2020) found that efficacy self entrepreneurship capable mediates in a way significant education entrepreneurship to interest entrepreneurship. Pertiwi and Khafid (2021) stated besides education entrepreneurship as a factor externally, there is also efficacy self entrepreneurship as a possible factors grow intention entrepreneurship student. Confidence in himself here is capable of giving maximum results If follows activity entrepreneurship. Efficacy self true entrepreneurship can be made pusherspirit somebody to use reach something desired. Difficulties and obstacles that occur when they I will also enter the world of business resolved when somebody owns efficacy self high entrepreneurship.

4. CONCLUSION

Based on the results analysis research and results discussed previously then, the conclusion from study this is as following. Entrepreneurship education is influential positive to interest entrepreneurship in the Department Accounting, Balitar Islamic University. This thing shows that if education entrepreneurship tall so will increase interest entrepreneurship in students Major Accounting. Efficacy self influential positive to interest entrepreneurship in students Major Accounting, Balitar Islamic University. In research This confidence in successful business is very prominent among student. This thing explains that if efficacy self high, then will increase interest in entrepreneurship in students. Efficacy self moderate influence education entrepreneurship to interest entrepreneurship in students Major Accounting, Balitar Islamic University. This thing show that variable efficacy self can strengthen influence education entrepreneurship to interest entrepreneurship in students Major Accounting, Balitar Islamic University.

Party Major Accounting, Balitar Islamic University needs increase quality in the educational process of entrepreneurship and increasing the number of entrepreneurship programs that can be done to increase interest entrepreneurship. Enhancement efficacy self can become important capital for Major Accounting, Balitar Islamic University in an effort to increase interest entrepreneurship for student. Giving material required to increase trust self student because has equipped enough information from the university. For researchers next necessary to consider for research other outside factors education entrepreneurship, and efficacy self for know interest entrepreneurship because still lots of other factors can influence interest entrepreneurship, like factor family, motivation, courage take risks, and other supporting variables interest entrepreneurship. Researcher furthermore can expand location research, as in the faculty or major besides Major Accounting, Balitar Islamic University.

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