

Do entrepreneurs lectures can grow self entrepreneurship assistance?

Dwi Nur Rachmah¹

Universitas Lambung Mangkurat
Psychology Study Program Faculty of Medicine,
Banjarmasin, Indonesia
dwi_nurrachmah@yahoo.co.id

Marina Dwi Mayangsari²

Universitas Lambung Mangkurat
Psychology Study Program Faculty of Medicine,
Banjarmasin, Indonesia
md.mayangsari@unlam.ac.id

Rahmi Fauzia³

Universitas Lambung Mangkurat
Psychology Study Program Faculty of Medicine,
Banjarmasin, Indonesia
rahmi.fauzia@unlam.ac.id

Abstract— Entrepreneurship courses are a trend and part of education at school and at the University. Psychology Studies Program of Lambung Mangkurat University makes entrepreneurship lecture as one of the elective courses for students. In this lecture students are taught about entrepreneurship theory and practice to develop themselves through entrepreneurship. The question that arises then is whether the entrepreneurship lecture is able to improve the self efficacy of students who take this course for later entrepreneurship or not. The results of the study by comparing the sample of students who take the entrepreneurship lectures and those who do not, show the self efficacy of students who take entrepreneurship higher than students who do not take entrepreneurship. The process of lecturing including material content and practice is considered as a determinant of increasing student self efficacy.

Key words: *Entrepreneurship lecture; Self efficacy*

I. INTRODUCTION

Entrepreneurship becomes a topic that is currently more crowded discussed, even more entrepreneurship can improve the welfare of people in developing countries one of which is Indonesia. The development of entrepreneurship in Indonesia is still lagging behind other countries. Maryono and Yuliyanto (2016) describe Indonesian position statistics that are left behind from other countries in terms of entrepreneurship. From the data it is known that the number of entrepreneurs in Indonesia only ranges from 1.6 to 1.65 percent of the total population, while when compared with neighboring countries like Singapore about 7 percent and Malaysia about 5 percent.

The government is increasingly encouraging people, especially young people to entrepreneurship. This is no exception for students. The Ministry of Industry (2012)

describes Since February 2011, the President has launched the National Entrepreneurship Movement (GKN). A total of 13 ministries / institutions including the Ministry of Industry (Kemenperin) support the declaration of GKN with the aim of increasing the number of entrepreneurs now only about 0.24% of the population to at least 1% of the population of Indonesia in 2014. Further explained also that seminars and exhibitions is expected to arouse the spirit of society, especially students for entrepreneurship. The students are expected to no longer think they will work as employees after graduation, but are motivated to become entrepreneurs so that the young generation can become strong entrepreneurs in order to realize the welfare of Indonesian society better.

Some of the efforts made by the government to stimulate entrepreneurship among others are by providing skills training in schools, providing tools and business capital assistance to establish business. Other businesses are also visible from educational institutions that began to incorporate education on entrepreneurship in the courses such as Universitas Lambung Mangkurat, Banjarmasin, Indonesia. Entrepreneurship courses are given to students as their provision for entrepreneurship after they graduate from the undergraduate program. This course provides theories and practices for students so it is expected to become a creative entrepreneur, innovative and highly competitive.

Students who take entrepreneurship courses as elective courses are expected to become entrepreneurs. However, the problem that arises later is whether they really want and have strong beliefs to become true entrepreneurs after graduation. The effectiveness of the subjects of *kiwauasaan* is again questioned in increasing students' self-confidence to entrepreneurship. Kuratko (2005) also mentioned that entrepreneurship education is still questionable whether it can be taught or not.

Several previous research outcomes, Malebana and Swanepoel (2014) found that there were differences between

students who received training and those who did not receive training in terms of their self-efficacy. Saefudin, Ardiwinata, Iffiandra and Sukarya (2015) examined the effect of self efficacy on entrepreneurship behavior on entrepreneurship training participants in Bandung Indonesia. The results show a significant relationship and known the higher the self efficacy of a person will increase the behavior of entrepreneurship. Other studies Shaari, Amar, Harun, and Zainol (2015) find entrepreneurship courses capable of improving self efficacy of students of business majors better than non-business majors. The results of this study also identified self efficacy correlated with training but not with intention to entrepreneurship. Another role of self efficacy is seen in the results of research from Oyugi (2015) which finds the relationship between entrepreneurship education and entrepreneurship intent, where self efficacy is a variable that mediates entrepreneurship education with the intention of entrepreneurship. While other research findings are different. Ogunleye (2014) states that self-efficacy has no significant effect on entrepreneurship. Furthermore, another finding, Sondari (2008) mentions entrepreneurship courses taken by students not enough to influence them to entrepreneurship. The desire to entrepreneurship is not caused because they have followed entrepreneurship lectures but are caused by other factors.

The debate in the findings of previous research encourages the desire to see the effectiveness of the entrepreneurship lectures in improving student self efficacy for entrepreneurship, especially in the psychology program of Lambung Mangkurat University, Banjarmasin Indonesia. Psychology Study Program University of Lambung mangkurat just two years past enter entrepreneurship course in curriculum as elective subject. The results of this study will be expected to be empirical evidence of entrepreneurship lectures in relation to student self efficacy as well as consideration for institutions wishing to include entrepreneurship lectures in educational curricula, especially in terms of material content.

II. LITERATURE REVIEW

Entrepreneurship by Rwigema and Venter (2004) defines entrepreneurship as a process of conceptualizing, organizing, launching and building business opportunities into a thriving business. Meanwhile, Mokaya, Namusonge, and Sikaliyeh (2012) define entrepreneurship as the heart of modern business. Entrepreneurship is action-oriented that involves creativity and innovation and deserves to be a career choice by individuals from all walks of life.

Entrepreneurship is needed for society to provide better living welfare. Ogundele, Akinbade and Akinlabi (2012) mentioned that entrepreneurship can be identified as a means to provide employment and is a powerful weapon to combat poverty. It further mentioned that entrepreneurship development should be included in the school curriculum to empower human resources through entrepreneurial skills and training. Ifham and helmi (2002) mentioned that entrepreneurship is the most appropriate alternative choice for

students to develop their potential. In line with this opinion, Kurniawan (2007) also describes that building entrepreneurial spirit needs to be done, especially for students who have the potential to entrepreneurship. The role of education management is expected especially in providing motivation as well as providing the necessary facilities either in the form of applicable entrepreneurial materials as well as the necessary infrastructure facilities in the practice of entrepreneurship. Amiri and marimaei (2012) state that All organizations should develop entrepreneurial spirit, be flexible and innovative. Creating entrepreneurs in organizations requires the provision of educational infrastructure, a strong commitment and a desire to promote entrepreneurial spirit.

Entrepreneurship education itself is defined by Isaacs, Visser, Friedrich and Brijlal (2007) as the goal the educator wants to achieve by providing entrepreneurial knowledge and skills that enable learners to survive in the business world. Paco, Ferreira, Raposo, Rodrigues, and Dinis (2013) mention entrepreneurship education is an important method of encouraging entrepreneurship because education can provide a feeling of independence and confidence, gain alternative career options, broaden individual insights so as to understand opportunities in entrepreneurship and provide useful knowledge for developing new business opportunities.

Psychology Studies Program of Universitas Lambung Mangkurat has entrepreneurship course as elective subject for student. In this course students are taught about the theory and practice in entrepreneurship. This course is expected to encourage students to entrepreneurship and believe that entrepreneurship is a good alternative and has a good opportunity to improve the welfare in the future. The question that arises later is is it true that this entrepreneurship course has contributed to entrepreneurship in Indonesia? and is it true that entrepreneurship courses are able to increase students' self-confidence to entrepreneurship ?. These questions form the basis of the importance of conducting research related to the effectiveness of entrepreneurship courses to increase students' self confidence in entrepreneurship.

The effectiveness of college entrepreneurship can be seen from some literature and research. Wang and Wong (2004) in research in Singapore, found that before recognizing entrepreneurship education, students had low perceptions and knowledge about entrepreneurship. After taking the entrepreneurship course students' perceptions have increased. Lee and Wong (2003) in his study found that entrepreneurship education at universities has a direct relationship in shaping student attitudes in taking risks for new business establishment.

Attitudes that can make the emergence of behavior to take risks in the establishment of a new business one of them is self-confidence in entrepreneurship. This confidence by Bandura (1997) is called self efficacy, is the level of confidence in a person perform certain tasks and is the center of cognitive motivation in predicting behavior. The role of this belief is not only in the exercise of control over action but also by the self-regulation of the thinking, motivating, affective and physiological processes of a person. The dimension of self efficacy according to Bandura (1997) is the magnitude that is

related to the level of difficulty given task, Generality is the extent of behavioral areas that can be done, and strenght the strength and stability of a person will be his belief. Individuals who have high self efficacy will be more diligent to improve their business despite several failures. Markman (2002) mentions self efficacy or a strong belief in ability is a trait that plays a major role for individuals to engage in entrepreneurial activity.

III. METHOD

This study aims to see the role of entrepreneurship lectures in shaping student confidence to dare to risk starting a new business. The subjects of the study were psychology students who took entrepreneurship elective courses as many as 25 students. While 25 other students who did not take entrepreneurship courses as elective courses and chose other courses used as a comparison in this study. The analysis of the selected data to see the differences between the two groups is the independent sample T-test analyzed using the SPSS program. The hypothesis proposed in this study is "there is a difference in self-efficacy between students who follow entrepreneurship lectures and who do not follow entrepreneurship lectures"

A total of 39 items of questions with a likert scale and favorable and non favorable submitted to the subject in two research groups. These questions have previously passed the scale-test of the study and met the criteria of the scale being tested for its validity and reliability. The corrected item total correlation item of all questions is above 0.30 and has a cronbach's alpha value of 0.953 which means it meets the recommended scale reliability value.

The two groups of students involved in the study are two groups that will compare their self efficacy to the topic of entrepreneurship. Research subjects in these two groups were taken by cluster sampling. In the first group were 25 students who did not attend entrepreneurship classes. This group of students took other courses as elective courses provided by the psychology program of Lambung Mangkurat University. The second group of students is the final group of students who take the elective course of entrepreneurship. A total of 25 students attending lectures on entrepreneurship are given a theory of entrepreneurship for one semester. In the course of the lecture also provided an opportunity for them to ask the lecturers and discuss with their friends. The lecture assignments are given to stimulate them to find out more about entrepreneurship. Practical tasks are also given to them ie students are required to think about the idea of entrepreneurship and practice directly to run their ideas. Some students in groups sell merchandise made by themselves or sell other items on campus, such as selling fruit salad, ice yogurt, hijab, souvenirs and more. Practice tasks are monitored by lecturers and students are required to collect reports of their activities before the semester exam.

Table 1. Item Validity Values

ITEM FAVORABLE	Corrected Item-Total Correlation
If I am entrepreneurship I will definitely succeed	.461
With entrepreneurship will make my life prosperous	.604
I am able to develop myself more productively with entrepreneurship	.501
I believe with entrepreneurship my income will increase	.682
I get more things with entrepreneurship	.497
I am able to compete with other entrepreneurs	.569
I will not be discouraged even though my efforts have ups and downs	.663
I am confident to realize what I want with entrepreneurship	.600
The difficulty of living as an entrepreneur will not discourage me from continuing my business	.680
I am confident of being able to expand my business later on	.629
I am sure capable If I have a good strategy I am sure I can compete with other entrepreneurs to develop my business later	.616
I'm sure I can survive as an entrepreneur	.742
I am sure able to achieve a lot of profit with entrepreneurship	.656
I have a special trick to attract customers so I'm not worried about competing with other entrepreneurs	.535
I do not have to worry about my future as an entrepreneur	.573
Although difficult to entrepreneurship does not make me discouraged	.845
I feel happy to entrepreneurship because it will affect my income I feel happy to entrepreneurship because it will have an impact on my income	.425

I believe entrepreneurship is more profitable than other jobs	.462
I will definitely become a successful entrepreneur because I have that talent	.583
The abilities I have make I can definitely get through the difficult situations in a profession as an entrepreneur	.773
I can pass various challenges in entrepreneurship well	.623
I am very confident with entrepreneurship will earn a lot	.717
ITEM NON FAVORABLE	
I do not know what I can do to progress my business if I have to be entrepreneur	.577
I often feel entrepreneurship is a waste of effort	.581
I can not bear to think about my bad luck later if I am entrepreneur	.381
My life will not prosper if I just entrepreneurship	.404
I do not feel talented entrepreneurship	.608
I often do not sell my wares and make me less enthusiastic about entrepreneurship	.671
I easily give up when having difficulties in entrepreneurship	.648
I feel unable to face the difficult situation in entrepreneurship	.776
While experiencing a failure in entrepreneurship, I was afraid to try again	.359
I feel entrepreneurship is a difficult task	.427
I do not feel able to work as an entrepreneur because I have no fixed income	.377
I'm having trouble selling my wares so I'm not sure I can compete with other entrepreneurs	.645
The difficulty of getting enough income for everyday purposes makes me unable to do anything to overcome this situation	.565
I feel that I do not have the ability to succeed in the future with entrepreneurship	.681

IV. RESULTS

Hypothesis test results, note that the value of t on equal variances assumed is -5.173 with a significance value of 0.000 (two tailed) where the significance > 0.05. This suggests that the hypothesis that "there is a significant difference in self-efficacy between students attending entrepreneurship lectures with students who do not follow entrepreneurship courses" is acceptable.

This result means that students attending entrepreneurial college have higher self-efficacy compared to students who do not attend entrepreneurship lectures. This difference of self efficacy is also evident from the mean score indicating the score of 108.36 in the group of students who did not attend entrepreneurship lectures and score 125.04 in the group of students who attended entrepreneurship lectures.

Analysis of data obtained from this study proves that entrepreneurship lectures are considered capable of forming self efficacy in a person entrepreneurship. The success of entrepreneurship lectures in creating entrepreneurship beliefs of students can not be separated from the methods of teaching and practice loads given in the lectures.

V. DISCUSSION AND CONCLUSION

The results of the research have shown that there is a difference of self efficacy between students who follow entrepreneurship lectures with students who do not follow entrepreneurship lectures. This proves that self efficacy is related to entrepreneurship that has been followed. The results of this study in line with the results of research Izquierdo and Marc (2008) who tested the correlation between self-efficacy with entrepreneurial intent and the results are significant. Also in line with the results of the lagoon and Paul study (2013) self efficacy in entrepreneurship is an important predictor of entrepreneurship intentions, and Baclay (2015) which mentions the three most powerful drives for an entrepreneur is the need for autonomy, self efficacy, and achievement motivation .

Differences of self efficacy that exist in students in two groups of this study that is following the lecture kewirausahaan and who do not follow entrepreneurship lectures are shown with different mean values. The average self efficacy score is indicated by the number 108.36 in the group of students who did not attend entrepreneurship lectures and 125.04 in the group of students attending entrepreneurship lectures. This result also shows that there is contribution of entrepreneurship lecture in improving student self efficacy in entrepreneurship. Bandura (1986) asserted that individual knowledge of their success depends very much on the experience of mastery, the experience of observing the behavior of others and also one's verbal ability. Previous studies have noted that entrepreneurship lectures are capable of making a person confident and self-confident in entrepreneurship, such as the results of Malebana and Swanepoel (2014) research showing that entrepreneurship education increases the perception of self-confidence in entrepreneurship that ultimately affects the intention to start a business. Similarly, previous research results from Cox, Mueller, and Moss, (2002) which mentions that

entrepreneurial training designed to build awareness and understanding that ultimately can improve one's self efficacy.

Different mean scores in both study groups indicated that not all students had good self-efficacy and high self-employment, even in the same research group the students' self efficacy could be high and also low. The difference of self efficacy is in line with the results of Indarti & Rostiani (2008) study which conducted a survey of 332 students and it is known that self efficacy can increase students' intention in entrepreneurship in Indonesian and Norwegian students but not in Japanese students. The results of Malebana and Swanepoel (2014) also show differences in self efficacy. Individuals who take up entrepreneurship for longer have better self-efficacy than individuals who are new to entrepreneurship education. Their research also shows demographic factors such as gender, work experience, business start-up experience, entrepreneurship family background, entrepreneurship and relationship in self efficacy in entrepreneurship. Shaari, Amar, Harun, and Zainol (2015) mentioned factors that can affect the differences in self efficacy in the group of affective components and the behavior of a person.

The process of lectures and the content of the materials and practices given in entrepreneurship courses is considered as one of the factors that contribute in improving self-efficacy in the students who take the course. The results of interviews with students who take the entrepreneurial course show that they feel the course not only presents the theory of entrepreneurship but also the provision of an applicative task. The task of directly undertaking a business such as students being asked to sell the products they create or that they sell is considered successful in making them creative thinking and trying earnestly for entrepreneurship although still in small scope. This ultimately influences their mindset about entrepreneurship (Muofhe and Du Troit, 2011) and improves their ability in entrepreneurship so that ultimately can improve self efficacy in themselves that they feel capable and certainly able to entrepreneurship. The results of Cox, Mueller, and Moss, (2002) have shown earlier that the importance of building a more intensive self-efficacy development in the entrepreneurship training course. Similarly Lyons, Lynn and Bhaird (2015) stated that entrepreneurship education can affect one's self-efficacy.

Colette Henry, Frances Hill, and Claire Leitch, (2005) mentioned that entrepreneurship can be taught in educational programs. Nevertheless, it is important that lectures or entrepreneurship training programs evaluate considering that there are many obstacles that may cause the training process to fail to create entrepreneurship for the participants. Opinions Colette Henry, Frances Hill, and Claire Leitch, (2005) are in harmony with the findings that can be in this study. Students who take entrepreneurship courses are sometimes hesitant to choose what business they will undertake to fulfill the task of entrepreneurship courses. The emergence of doubt can make them procrastinate in fulfilling entrepreneurial tasks and this can lead to the failure of entrepreneurship lectures in building student self-efficacy. The encouragement of intensive subject matter and consultation before they practice entrepreneurship will greatly assist students in fulfilling their duties and fostering

their self efficacy. Ongoing evaluation to overcome obstacles that arise should not only be done after the entrepreneurship material is delivered but it can be done since the first time this entrepreneurship lecture material was introduced.

Another thing that is not less important that researchers can improve self-efficacy of students for entrepreneurship is a cultural context in the college that supports the atmosphere of entrepreneurship and social context. Cultural context in universities is considered capable of creating a desire to entrepreneurship. Students will be encouraged to entrepreneurship not only after they graduate from college but also when they are university students if the college facilitates students for entrepreneurship such as providing facilities and facilities or places for students to sell their products. This is in the opinion of Osiri, McCarty, and Jessup (2013) which mentions the culture of entrepreneurship is the most important factor in generating economic benefits from university entrepreneurship activities. Differences in entrepreneurship culture in universities will lead to variations in inter-university entrepreneurship outcomes. While the social context in question is the people in the social environment who play a role in creating an entrepreneurial culture such as buying products that are sold by students, positive views of entrepreneurship conducted by students or encourage students to become entrepreneurial.

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