

UNDERSTANDING THE DETERMINANTS OF ENTREPRENEURIAL INTENTION AMONG STUDENTS: A LITERATURE REVIEW APPROACH

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ABSTRACT

The objective of this study is to investigate the impact of entrepreneurship education and self-efficacy on the level of entrepreneurial engagement among students at vocational high school, employing qualitative methods and a literature review approach. The research synthesizes insights from diverse sources, including articles, existing literature, and relevant empirical studies. The results of the literature review suggest that entrepreneurship education plays a significant role in promoting students' intentions to become entrepreneurs. Exposure to entrepreneurial concepts within the school curriculum enhances students' knowledge and instills an entrepreneurial mindset. Additionally, the literature underscores the significance of self-efficacy in each student, playing a crucial role in their ability to effectively manage and operate business in the future.

Keywords: *Entrepreneurship education, Self-efficacy, Entrepreneurial intention*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh pendidikan kewirausahaan dan efikasi diri terhadap tingkat keterlibatan kewirausahaan siswa SMK dengan menggunakan metode kualitatif dan pendekatan kajian pustaka. Penelitian ini mensintesis wawasan dari berbagai sumber, termasuk artikel, literatur yang ada, dan studi empiris yang relevan. Hasil tinjauan pustaka menunjukkan bahwa pendidikan kewirausahaan berperan penting dalam mendorong niat siswa untuk menjadi wirausaha. Pemaparan konsep kewirausahaan dalam kurikulum sekolah meningkatkan pengetahuan siswa dan menanamkan pola pikir kewirausahaan. Selain itu, literatur menggarisbawahi pentingnya efikasi diri pada setiap siswa, yang memainkan peran penting dalam kemampuan mereka mengelola dan menjalankan bisnis secara efektif di masa depan.

Kata Kunci: *Pendidikan kewirausahaan, Efikasi diri, Intensi berwirausaha*

INTRODUCTION

Indonesia is recognized for its vast natural wealth and resources. However, despite the abundance of natural resources, this hasn't directly translated into improved well-being for its population, particularly in addressing issues like unemployment and employment. The challenge of unemployment in Indonesia stems from insufficient employment opportunities provided by the government, exacerbated by the growing population, making it difficult to manage and allocate opportunities effectively (Suhandi et al., 2020). This circumstance

underscores the prevalent issue of unemployment in Indonesia, primarily driven by the disparity between the available labor force and the country's substantial population.

The cause of the unemployment problem is due to the imbalance between employment and the number of workers (Syairozi & Susanti, 2018). In this issue, governmental intervention is essential to address these circumstances, considering that the decrease in unemployment will reduce the crime rate in Indonesia. In addition to the unemployment factor, several factors contribute to the crime rate in Indonesia like narcotics, fraud, and domestic violence (Handayani et al., 2019; Syahrani et al., 2023). Until now, the unemployment rate based on education level according to sources from BPS states that vocational high school graduates are the largest contributor to the unemployment rate in Indonesia. Embarking on the journey of entrepreneurship represents a significant stride in curbing the unemployment rate, as it has the potential to absorb diverse workers within a country. Entrepreneurship acts as a filter for various skilled individuals in a specific field (Ardiani & Putra, 2020). In Indonesia, it is crucial for educational institutions to impart knowledge about entrepreneurship, offering individuals the opportunity to become successful entrepreneurs if traditional employment opportunities are not readily available.

Indonesia serves as an illustrative example of a developing country in mainland Asia. The classification of a developed country often hinges on having approximately 4% of the population engaged in entrepreneurship, as per world bank standards. However, Indonesia currently falls short of this benchmark, with only less than a total of 2% of the population identified as entrepreneurs (Budi & Fensi, 2018). This statistic suggests that Indonesia's entrepreneurial landscape is still in its infancy and does not align with the criteria set by the world bank. Referring to data from BPS in 2022, the poverty rate according to education level is still dominated by vocational high school graduates at 10.38%, vocational high school graduates at 8.35%, college graduates from D-IV to S3 at 6.17%, then diploma graduates were 6.09%, then junior high school graduates were 5.61%, finally elementary school graduates and below were 3.09%.

This research uses qualitative methods with the aim of exploring complex phenomena related to the high level of unemployment in Indonesia and the low interest of vocational high school students in pursuing careers as entrepreneurs after graduating. These problems are related to the lack of available jobs, the gap between demand and supply of labor, and low entrepreneurial intentions among students. The research will explore the perceptions, attitudes and entrepreneurial intentions of vocational school students, with a focus on 80 students from vocational high school. The aim is to understand factors affecting the lack of interest in entrepreneurship, find the reasons behind the lack of career choices as entrepreneurs, and examine the impact of entrepreneurship education on the development of entrepreneurial intentions among students.

This research aims to provide an in-depth view of how schools, especially vocational schools, can increase students' interest and intention to choose entrepreneurship as a career choice. Through a qualitative approach, this research will involve in-depth interviews, observations, and text analysis to understand students' perspectives on entrepreneurship. Emphasis is on underscoring the crucial role of entrepreneurship education in changing students' mindsets and encourage them to consider an entrepreneurial career after completing their education.

LITERATURE REVIEW

Entrepreneurial Intention

Intention can be interpreted as a desire, inclination and predictor when determining individual actions before an action occurs (Nizma & Siregar, 2018). Ajzen in Al-Jubari et al (2019) stated that in the TPB, intention can predict human behavior where intention shows the

extent of effort a person plans to make to carry out that behavior. This means that when deciding whether or not to be involved in carrying out an action, a person tends to have prior planning and intentions. Additionally, it involves analyzing the impact of globalization and international trade on shaping economic conditions.

Entrepreneurship can be defined as an individual who can change or transform economically valuable materials or materials from a low level of production power to a high level (Widayati et al., 2019). Rahim and Basir (2019) said that entrepreneurship is an activity that involves a person or part of a group using targeted methods and available opportunities and creating growth value to meet needs by using unique and new values. Entrepreneurial intention can be interpreted as the inclination and readiness of a person or group of students to carry out entrepreneurial activities in the near future (Adu et al., 2020).

Agolla et al (2019) stated that entrepreneurial intention is a mental condition that directs a person's behavior to establish a new business or engage in entrepreneurial endeavors. It can be concluded that entrepreneurial intention is a conscious event in which a person is committed or has a firm determination to become an entrepreneur and plans to open a business sector one day. Entrepreneurial intentions can be measured through several dimensions (Wang & Huang, 2019), including entrepreneurial planning, individual activity in learning about entrepreneurial procedures, and the possibility of entrepreneurship.

Entrepreneurship Education

Entrepreneurship education is defined as learning activities that have the goal of changing students' attitudes and mindsets towards the entrepreneurial profession (Wahyuningsih, 2020). According to Budi and Fensi (2018) entrepreneurship education is an individual activity aimed at individuals who want to become entrepreneurs and gain understanding and insight into the world of entrepreneurship. Nengseh and Kurniawan (2020) said that entrepreneurship education is an effort carried out by educational institutions to provide insight, spirit, values, entrepreneurial behavior and can make students imaginative, inventive and independent individuals.

Lestari and Sukirman (2020) stated that entrepreneurship education is education that comes from educational institutions through an integrated and developed curriculum by applying foundations and methodologies to life skills. According to Henry and Lewis (2018) entrepreneurship education is the formal and structured delivery of entrepreneurial competencies. Entrepreneurship education can be measured through five key dimensions (Ndou et al., 2018), including target audience, learning objectives, entrepreneurial content, learning methods, and stakeholder's engagement. In a study carried out by Hassan et al (2020), entrepreneurship education can be measured by several indicators. Some of these indicators are knowledge of the entrepreneurial environment, greater recognition of the figure of an entrepreneur, preference to become an entrepreneur, abilities needed to become an entrepreneur, intention to become an entrepreneur.

Self-Efficacy

Self-efficacy is a theoretically and empirically strong motivational perseverance that has been proven to play an important role in learning and developing new skills and knowledge (Klassen & Klassen, 2018). According to Ouyang et al (2020) self-efficacy is a subjective prediction of a person's ability to complete a certain task well, as well as an individual's tendentious assessment and feelings about a person's behavior whether they can accomplish the set goals. Self-efficacy refers to an individual's belief in their ability to succeed in specific tasks or situations, motivating them to persevere and excel in their endeavors. (Tanjung et al., 2020). Sa'adah and Mahmud (2019) state that self-efficacy is an individual's feeling of confidence in his or her ability to carry out various kinds of decisions under certain conditions.

Anita et al (2020) stated that self-efficacy is an individual's condition where the individual is confident about an action whether it is light or hard to carry out, including experiences and obstacles that have been carefully thought out by the individual. Self-efficacy can be measured in three dimensions (Hapuk et al., 2019), including magnitude which can be interpreted as a problem that is closely related to the level of complexity of a person's work, then there is strength which is related to the power of belief in a person's self-determination which can be actualized. when it reaches a certain performance. And finally there is generality which is something related to whether self-efficacy will occur in a certain domain or can occur in various activities and conditions.

METHOD

In this research, a qualitative method was adopted by integrating an extensive literature review and the application of grounded theory analysis (Montoya, 2019). The focus of this research is to explore the role of entrepreneurship education and self-efficacy plays a pivotal role in shaping an individual's entrepreneurial intentions, as evidenced by an in-depth examination of existing literature. Efforts to examine references in depth and in a structured manner will be carried out to describe and summarize the findings of previous researchers. This summary reaches from several sources, this involves exploring relevant publications, peer-reviewed journals, teacher databases, and academic texts to gain a through understanding of the latest scientific advancements in this area. The literature review will concentrate on the concepts, entrepreneurial skills, empirical evidence concerning entrepreneurship education, key ideas, and self-efficacy.

RESULTS AND DISCUSSION

By utilizing the theoretical framework of planned behavior, researchers can elucidate the connections between entrepreneurial intentions, entrepreneurship education, and self-efficacy, thus understanding their significance in fostering entrepreneurial behavior. TPB itself is a theory resulting from improvements to previous theories, specifically, researchers can leverage the Theory of Reasoned Action (TRA), previously developed by Ajzen and Fishbein, to analyze the interplay between entrepreneurial intentions, entrepreneurship education, and self-efficacy, providing valuable insights into entrepreneurial decision-making processes. In this theory, it is stated that human behavior is influenced by the individual's intention to adopt the behavior and the perception of being able to control it. On the other hand, individual intentions are explained by attitudes that signal towards behavior, understood as "the extent to which a person has a positive or negative evaluation or evaluation of all the behavior in question". Ajzen in Al-Jubari et al (2019) stated that in the TPB intention can predict human behavior is influenced by intentions, which reflect the degree of planned effort an individual intends to exert in performing a particular action. This means that when deciding to be involved or not to be involved in carrying out an action, people tend to have prior planning and intentions.

TPB or the theory of planned behavior is an important framework or part because in this theory, according to research by Ajzen in Barrios et al (2021), entrepreneurial intentions are determined by various factors. Various factors include subjective norms which have the meaning of showing the views of how much people or groups agree or disagree with the behavior, then the existence of attitudes regarding entrepreneurship (attitude aged) which means carrying out activities that are oriented towards entrepreneurship, as well as control of perception behavior control) which means ease or the difficulty the individual feels exhibiting the behavior. Theory of Planned Behavior (TPB) is part of that important in the context of entrepreneurial activities, especially a person's intensity or intention in starting an entrepreneurship. In this theory, it is explained that entrepreneurial intentions are determined

by various factors, including subjective norms, attitudes about entrepreneurship, in addition to intention, perceived behavioral control also plays a crucial role. Furthermore, in the theory of Planned Behavior (TPB), it is posited that self-efficacy in a person can arise when that person has the ability to control beliefs or control beliefs.

The Influence of Entrepreneurship Education on Entrepreneurial Intention

A research undertaken by Bian et al (2021) concentrated on focused on active Chinese student entrepreneurs in several provinces. The research aimed to explore the correlation between entrepreneurship education and entrepreneurial intention, examining the impact of perceived entrepreneurial risk and entrepreneurial self-efficacy on students' experiences. Utilizing a regression analysis design, the study revealed a significant relationship, with a regression coefficient for entrepreneurship education approximately at 0.087, indicating a notable association with entrepreneurial intention. Additionally, Liu et al (2022) investigated the influence of entrepreneurship education on entrepreneurial intentions among Tianjin students. Their research, involving 326 respondents, considered the moderating impacts of family economic status and personality traits. Using hierarchical regression analysis, the study indicated a positive relationship between entrepreneurship education and entrepreneurial intention, with p-values less than 0.

A study undertaken Cera et al (2020) conducted research in the southern region of the European continent. utilizing covariance analysis, discovered a connection between entrepreneurship education and entrepreneurial intention. This implies that individuals who have been exposed to entrepreneurship education are more likely to have an intention to start a business. These findings align with the results from Devi and Hadi (2018), who studied economic education students at a university in Tulungagung city. The hypothesis results from their research confirmed a relationship between determinant variables, specifically entrepreneurship education and entrepreneurial intention. On the other hand, a study conducted by Li et al (2021) involving more than 300 respondents who were students from the Pearl River Delta in China, the findings suggest that there is no significant relationship between entrepreneurship education and entrepreneurial intention.

Proposition 1: There is a positive impact of Entrepreneurship Education on Entrepreneurial Intention

The Influence of Self-Efficacy on Entrepreneurial Intention

In a research endeavor led Saraih et al (2018), a research focusing on engineering students from state universities in Malaysia aimed to explore the relationship between the determinant variable, namely self-efficacy, and entrepreneurial intention. Employing regression analysis techniques, the results indicated $P < 0.01$, signifying a significant relationship and the impact of self-efficacy on entrepreneurial intention. Similarly, a study led Garaika and Margahana (2019) conducted research involving 200 participants, utilizing the Structural Equation Modeling (SEM) method. Their findings revealed a notably. There exists a positive relationship between self-efficacy and entrepreneurial intention, supported by a probability value of 0.033.

A study undertaken Retnowati and Putra (2021) carried out a study involving 50 participants from four universities in Surabaya. After examining the correlation between self-efficacy variables and entrepreneurial intention, the results demonstrated a positive relationship between self-efficacy and entrepreneurial intention. Furthermore, Saragih (2022) conducted a study involving 40 students, utilizing through structured regression analysis, the examination resulted in a positive coefficient value of 0.640, which was statistically significant at $p = 0.00$. This substantiates the notion that self-efficacy exerts The structured regression analysis revealed a positive and statistically significant relationship on entrepreneurial intention.

In Djohan's study (2021), a sample was drawn from the students of SMA Masehi 2 PSAK, totaling 69 participants. The research findings reveal there was a positive and significant correlation found between self-efficacy and entrepreneurial intention. This conclusion is supported by a regression coefficient value of 0.290, indicating that higher self-efficacy in individuals corresponds to an increased level of entrepreneurial intention. Additionally, Sudarwati et al.'s study (2022) focused on students specializing in economic education. The results of this investigation demonstrate a significant association between self-efficacy and entrepreneurial intention. Through the application of multivariable correlational analysis techniques, it was confirmed that the p-values = 0.000, which is less than 0.05.

Research conducted by Santoso and Dharma (2018) on 97 students from several ethnic groups in Indonesia and had the goal of seeing whether the determinant variable, namely self-efficacy, had a relationship with entrepreneurial intention. This study uses a quantitative design using a questionnaire instrument. In analyzing the data used multiple regression analysis which shows that the sig. of 0.00, which indicates that Self-efficacy demonstrates a positive and significant correlation with entrepreneurial intention.

Proposition 2: There is a positive impact of self-efficacy on entrepreneurial intention

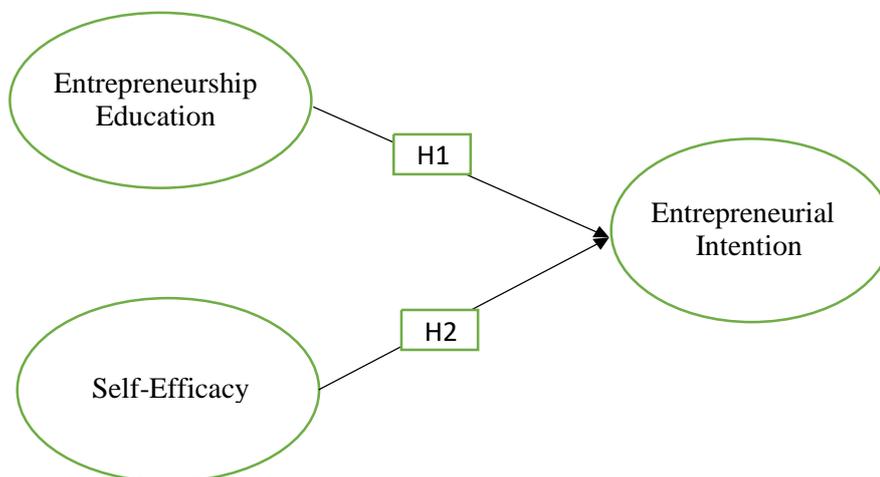


Figure 1. Proposed Research Model

CONCLUSION AND RECOMMENDATION

Alternative entrepreneurship is a solution to the problem of unemployment or poverty because entrepreneurship can create new jobs for workers. The development of entrepreneurial traits should be instilled during the school years so that graduates can acquire diverse competencies, character, and even the motivation to initiate a business. This study involved 149 classes. This research uses a qualitative approach, this research will involve in-depth interviews, observations, and text analysis to understand students' perspectives on entrepreneurship. The emphasis is on underscoring the crucial role of entrepreneurship education in changing students' mindsets and encourage them to consider an entrepreneurial career after completing their education.

Entrepreneurship education is an aspect that is no less important in the process of imparting knowledge from school. An educational process for entrepreneurship is essential to foster the emergence of entrepreneurship education concepts. Additionally, most studies on entrepreneurship education primarily focus on comprehending the entrepreneurship concept and the learning process. In addition to imparting knowledge about entrepreneurship, a crucial attribute for individuals, particularly students aspiring to become entrepreneurs, is self-efficacy. Self-efficacy plays a pivotal role in initiating entrepreneurial endeavors. When an

individual possesses self-efficacy, they are more likely to persevere in the activities they undertake.

From the several conclusions presented above, the researcher provides several recommendations or suggestions to educational institutions in Indonesia, especially vocational schools, including that each vocational school is expected to be able to insert learning about entrepreneurship in every learning design, both theoretical and practical, with the aim of students being able to understand fundamentally about entrepreneurship. and embedded in the mindset of an entrepreneur. Furthermore, it is anticipated that teachers consistently offer positive affirmations to students. This ensures that students maintain confidence and optimism, believing that their efforts and endeavors will proceed successfully and align with predetermined goals.

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