

Subjective Norms and Entrepreneurship Education Towards Self-Efficacy and Entrepreneurship

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Abstract: Setih Setio Muara Bungo Institute of Administration and Health prepares students to become independent and successful entrepreneurs of the future. The purpose of this research is to clarify whether there is a subjective norm in entrepreneurship education regarding self-efficacy in entrepreneurship among students of the Faculty of Management in the business administration course in the eighth semester. Methods of collecting literature review data and field his research, including interviews, observations, and questionnaires conducted on a student population and her sample of 75 people. The data analysis method used to test the hypotheses in this study is SEM-PLS. As a result of testing the direct influence hypothesis, it was shown that entrepreneurship education has a significant impact on self-efficacy, entrepreneurship education has a significant impact on entrepreneurship, and entrepreneurship education has a significant impact on entrepreneurship. I was. I was. However, subjective norms do not significantly influence entrepreneurial intentions.

Keywords: Education, Self-Efficacy, Intensi Entrepreneurship

INTRODUCTION

For scholars, achievements in the field of Education should be in line with the world of work. But this now seems useless because it is difficult to find a job according to the field owned and mastered by students. So with the current situation, it is hoped that students will be able to think creatively in seeing business opportunities, because the development of a country will have many people who are educated and have extensive knowledge about entrepreneurship. With this, it is hoped that it can foster interest in people who are very passionate about developing a business.

In addition to entrepreneurial attitudes and subjective norms, entrepreneurship education is also one of the social factors that affect a person's entrepreneurial intentions. The

existence of entrepreneurship courses and business feasibility studies that have been given to students is expected to be able to increase students' intention to enter the world of entrepreneurship because the course teaches everything about entrepreneurship that students are expected to be interested in and have entrepreneurial intentions. So it is said that entrepreneurship education is one of the sources of entrepreneurial intentions to become successful entrepreneurs in the future.

Based on preliminary observations made by researchers through the distribution of questionnaires as many as 33 IAKSetihSetih Muara Bungo students of the Business Administration Study Program Semester VIII, that of the 33 students as many as 55.9% decided to become entrepreneurs while working for others as much as 35.3% and as many as 8.8 % of students admit that they have not opened or run entrepreneurial activities, this number shows that the level of desire for entrepreneurship is still relatively low.

According to an IAK SetihSetio 8th semester business studies student, based on observations made by researchers, researchers conducted a preliminary study to determine the internal driving factors that have a greater or lesser impact on entrepreneurial intentions. make an observation. The following are the results of a pre-survey that has been conducted on IAKSetihSetio Business Administration Students Semester VIII Muara Bungo with 33 respondents with a percentage of many students who choose the driving factor of entrepreneurial intentions which respondents think are important in encouraging the desire for entrepreneurship.

This article discusses Subjective Norms and Entrepreneurship Education towards Self-Efficacy and Entrepreneurship.

Based on the background, the problems that will be discussed can be formulated to build hypotheses for further research, namely:

1. Do Subjective Norms affect Self-Efficacy?
2. Does entrepreneurship education affect Self-Efficacy?
3. Do Subjective Norms affect Entrepreneurial Intentions?
4. Does entrepreneurship education affect entrepreneurial intentions?
5. Does Self-Efficacy affect Entrepreneurial Intentions?
6. Do Subjective Norms affect Entrepreneurial Intentions with Self-Efficacy as an intervening variable?
7. Does entrepreneurship education affect entrepreneurial intentions with self-efficacy as an intervening variable?

LITERATUREREVIEW

Entrepreneurial Intentions

Entrepreneurial intention is a reliable prediction to measure entrepreneurship in entrepreneurial activity and form an entrepreneurial behavior, where a person's level of entrepreneurial intention influences him to behave as an entrepreneur. (SerefinaTaruli, 2021).

Entrepreneurship is the ability to have the courage to meet life's needs, solve life's problems, advance a business, or start a new venture with the power within oneself (Santy et al., 2017).

Intentions have been explained by many researchers. According to Ajzen (1991), intention is a person's self-motivation, willingness to exert effort, and willingness to try hard which will be reflected in behavior. Rasli (2013) He concluded that entrepreneurship is a state of mind that has the desire to start a business or to start a new business. (Jaya & Seminary, 2016)

Entrepreneurship Intention Indicators

Entrepreneurial intention is measured by the scale of entrepreneurial intention using indicators, including:

1. Choosing a business path instead of working for someone else
2. Choosing a career as an entrepreneur
3. Desire to become a business owner
4. Deciding to make a business in the future
5. Think seriously about running a business
6. Intending to start a business in the future (Farikhoh, 2020)

Self-efficacy

Self-efficacy is about the ability that a person has to complete tasks and overcome challenges. (Chen, in Ariyani 2016) argues that self-efficacy as a strength and belief of a person who is able to demonstrate his performance in various entrepreneurial roles and tasks. Self-efficacy can be measured by dimensions such as self-confidence, having a leadership spirit and mental maturity.

Subjective Norms

Subjective norms are the expectations that each person who is related to another has of that person regarding whether or not they will take a particular activity. They then utilize these individuals, who are significant to themselves, as models or points of reference to guide their behavior. Subjective norms are influenced by compliance drive and normative belief. As a result, a person is prone to acting in accordance with what is expected or what is believed to be standard practice at the moment. (Handaru et al., 2014).

According to Baron & Byrne (2003), the subjective norm is the individual's perception of whether or not others will support the realization of the act. Hogg & Vaughan (2005) explains that subjective norms are the product of individual perceptions of the beliefs that others have (Jaya & Seminary, 2016). Subjective norms are a person's expectations of the people in their immediate environment who have the power to influence them, both individually and collectively, to perform or refrain from engaging in a particular action. Understanding a person's intentions also requires understanding how the norms of the subject shape that person's intend to act. The consumer's perceptions of how important it is for people who serve as his role models such as his family, classmates, or coworkers to accept or disapprove of particular acts he performs can be used to test subjective norms directly. (Mirawati et al., 2016).

To understand the intentions of the consumer, a person also needs to measure the subjective norms that can influence his in acting.

Indikator Subjective Norms

Subjective norms according to the *Theory of Planned Behavior* (SDGs) can be measured through indicators derived from the measurement of subjective norms as follows:

1. Belief in the family's ability to launch a business
2. Trust in a friend's support for the project
3. The closest relative's support for starting the business perspectives of others (Farikhoh, 2020)

Entrepreneurship Education

Tsui (2013), Entrepreneurship education is an attitude, educational process and entrepreneurial skills (Prawoto & Achmad, 2020). Entrepreneurship education is an education that provides knowledge about life skills so that it has the skills to open up entrepreneurial

opportunities. There is a connection between entrepreneurship education and entrepreneurial intentions.

It is believed that entrepreneurship education can boost motivation, enhance knowledge, and hone entrepreneurial abilities, which can lead to an increase in entrepreneurial ambitions. (Attitude et al., n.d.).

The goals of entrepreneurship education are to develop students' skills and encourage their entrepreneurial aspirations. To date, it has been thought that entrepreneurship education has a significant impact on the younger generation's ability to develop an entrepreneurial spirit, mindset, and behavior.

Education plays an important role at a time when entrepreneurship is trying to overcome problems and correct deviations in business practices (Azizah, 2020).

Entrepreneurship Education Indicators

Entrepreneurship education is an educational activity that applies the principles and ways of forming knowledge. If there is more knowledge and insight into entrepreneurship that involves entrepreneurs in the process of learning planning about business. Entrepreneurship education uses the following indicators:

1. Complex Curriculum

Entrepreneurship-Based Education provided by Students

2. The quality of education personnel

In this case, lecturers as educators must not only master science, but also must be able to convey the knowledge well to students.

3. Study facilities

teaching The availability of educational facilities and infrastructure is very helpful for students to master entrepreneurship education materials and help educators in conveying knowledge (Rahmayanti, 2021)

Conceptual Framework

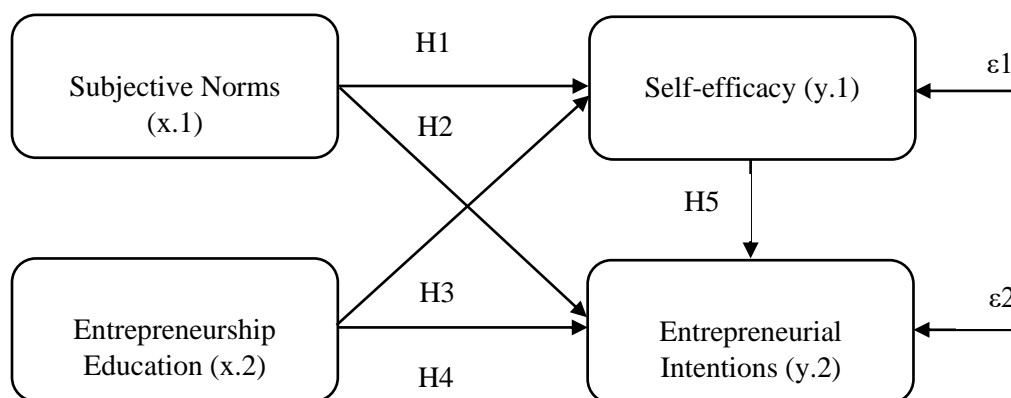


Figure 1: Conceptual Framework

RESEARCH METHODS

This penetrating is done to understand, explain and further explore the relationship between the independent and dependent variables. Subjective norms and entrepreneurial education are grouped as exogenous variables, while efikasi itself acts as an intermediary and the last is entrepreneurial intentions included as an endogenous variable. The population used in this study included all students in the 8th semester course IAK Setih Setio of the Faculty of Business Administration. The sampling in this study is a saturated sampling technique, which according to (Sugishirono, 2015) is a sample collection technique that uses all members of the population as samples. Therefore, the sample used in this study consisted of 75 individuals.

Literature survey data and field research collection methods such as interviews, observations, and questionnaire submissions. The data analysis method used to test the hypotheses in this study is SEM-PLS.

FINDINGS AND DISCUSSION

Characteristics of Respondents

Dari jumlah responden sebanyak 75, di antaranya diketahui bahwa responden laki-laki (44%) dan perempuan (56%) sebanyak 74 orang atau 98.7% berusia 21-25 tahun, 1 orang atau 1.3% berusia 26-30 tahun.

Partial Least Square (PLS) Model Scheme

In this study, the hypothesis was tested using the Partial Least Squares (PLS) analysis technique using the Smart PLS 3.0 program. Below are some tested PLS program models.

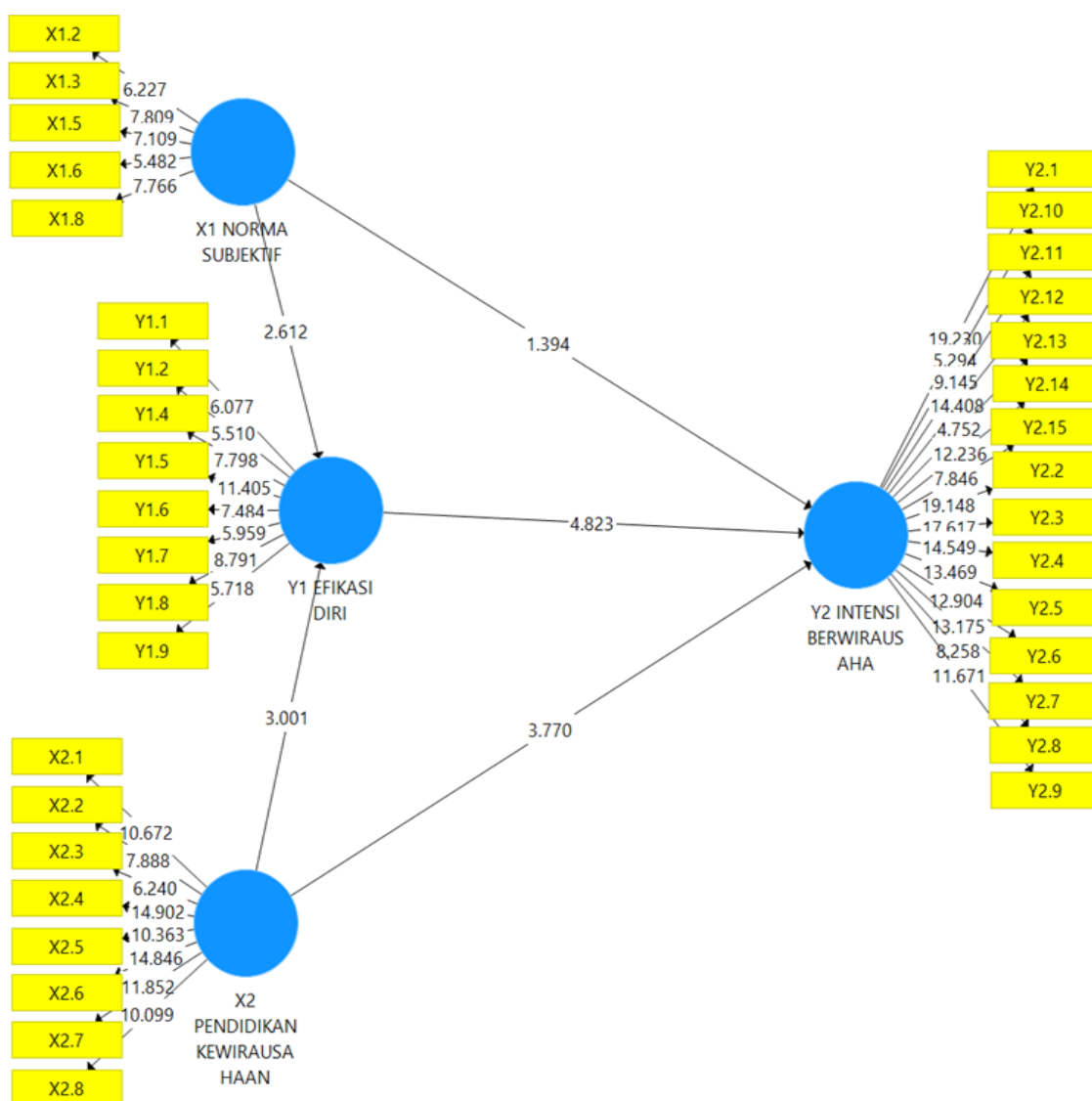


Figure 2. Inner Model

Outer Model

External load or load factor values are used to test the validity of convergence. If the value of external load is > 0.7, the indicator is declared convergently validated in category Good. Below are the external load values for each indicator of the survey variables.

Table 1. Outer Loading

	X1 SUBJECTIVE NORMS	X2 ENTREPRENEURSHIP EDUCATION	Y1 SELF- EFFICACY	Y2 ENTREPRENEURIAL INTENTIONS
X1.2	0.586			
X1.3	0.684			
X1.5	0.715			
X1.6	0.578			
X1.8	0.684			
X2.1		0.703		
X2.2		0.653		
X2.3		0.620		
X2.4		0.755		
X2.5		0.681		
X2.6		0.763		
X2.7		0.714		
X2.8		0.704		
Y1.1			0.583	
Y1.2			0.578	
Y1.4			0.618	
Y1.5			0.720	
Y1.6			0.626	
Y1.7			0.580	
Y1.8			0.679	
Y1.9			0.584	
Y2.1				0.793
Y2.10				0.538
Y2.11				0.730
Y2.12				0.725
Y2.13				0.561
Y2.14				0.736
Y2.15				0.648
Y2.2				0.822
Y2.3				0.766
Y2.4				0.753
Y2.5				0.782
Y2.6				0.756
Y2.7				0.764
Y2.8				0.659
Y2.9				0.728

Based on the data presented in Table 1 above, each study variable index was found to have an external stress score greater than 0.7. However, we can see that there are still some indicators that the outerloading value is less than 1/2 0.7 According to Chin, as quoted by Imam Ghozali, an external load value between 0.5 and 0.6 is considered sufficient to obtain convergent validity. 1 The above data show that there are no variable indexes with external

load values less than 0.5. Therefore, all indicators have been declared useful or valid for research purposes and can be used for further analysis.

The results of the pre-test reliability tests in this study can be read from the values of Kronbacker's alpha coefficient as follows:

Table 2. Reliability Test Results

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
X1 SUBJECTIVE NORMS	0.664	0.670	0.786	0.425
X2 ENTREPRENEURSHIP EDUCATION	0.851	0.855	0.885	0.491
Y1 SELF-EFFICACY	0.774	0.778	0.835	0.388
Y2 ENTREPRENEURIAL INTENTIONS	0.933	0.936	0.942	0.521

A reliability test is said to be reliable if the instrument is good enough to disclose the data obtained. A product is considered expensive if its alpha factor is greater than or equal to 0.600. In the table above, we can see that Cronbach's alpha values exceed 0.6. Therefore, the instrument in this study can be said to be reliable.

Structural model analysis or (internal model) aims to test research hypotheses. The parts that need to be analyzed in the structural model are the coefficient of determination (R-squared) and hypothesis testing. The coefficient of determination (R-squared) is intended to assess the predictive accuracy of the model. In other words, it evaluates how changes in the values of the bound variables are affected by changes in the values of the free variables in the pathway model.

Table 3. Coefficient of Determination (R – Square)

	R Square	R Square Adjusted
Y1 SELF-EFFICACY	0.470	0.456
Y2 ENTREPRENEURIAL INTENTIONS	0.719	0.707

Based on Table 3. Results obtained on the effects of subjective norms and entrepreneurial education variables on the variable self-efficacy 0.470. An R-squared value of 0.470 indicates that variation in the values of the self-efficacy variable can be explained by 47% variation in the values of the subjective and educational norms variables. The effect of subjective and educational normative variables on entrepreneurial intention variables was 0.719. An R-squared value of 0.719 indicates that variation in the value of variable Y can be explained by 71.9% variation in the values of subjective norms, entrepreneurial literacy, and self-efficacy.

Hypothesis Test Results

Hypothesis testing is performed by examining the values of the p-values with a bootstrap test. Based on the data processing performed, the hypothesis test results were obtained as:

Table 4. Intervariable Test Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
X1 SUBJECTIVE NORM -> Y1 SELF-EFFICACY	0.348	0.353	0.133	2.612	0.009
X1 SUBJECTIVE NORMS -> Y2 ENTREPRENEURIAL INTENTIONS	0.149	0.142	0.107	1.394	0.164
ENTREPRENEURSHIP EDUCATION -> Y1 SELF-EFFICACY	0.389	0.401	0.130	3.001	0.003
ENTREPRENEURSHIP EDUCATION -> Y2 ENTREPRENEURIAL INTENTIONS	0.294	0.308	0.078	3.770	0.000
Y1 SELF-EFFICACY -> Y2 ENTREPRENEURIAL INTENTIONS	0.509	0.503	0.105	4.823	0.000

Hypothesis 1:

It has been hypothesized that subjective norms have a significant impact on self-efficacy. The results of this study demonstrate that subjective norms have a significant impact on self-efficacy, as evidenced by P-values of $0.009 \leq 0.05$. (Putra & Melati, 2021) clearly reflect the impact of subjective means norms on self-efficacy.

H1 : Ha suggests that subjective norms have a significant impact on self-efficacy

Hypothesis 2 :

Important subjective norms about entrepreneurial intentions are assumed The results of the survey indicate that subjective norms do not significantly affect entrepreneurial intentions, as evidenced by the P-value ≥ 0.164 . increase 0.05 this means that that subjective norms do now no longer have a vast impact on the expectancy of entrepreneurial intentions in step with (Putra & Melati, 2021).

H2: Ha Rejected, this means that that subjective norms haven't any vast impact on entrepreneurial intentions.

Hypothesis 3 :

It is suspected that there's a vast impact of entrepreneurship training on self-efficacy The effects of the take a look at display that entrepreneurship training has a vast impact on self-efficacy as visible from the p cost values $0.003 \leq 0.05$ this means that that entrepreneurship training has a vast impact on self-efficacy. (Mahbubah & Kurniawan, 2022)

H3 : Ha Accepted, this means that that entrepreneurship training has a vast effect on self-efficacy.

Hypothesis 4 :

It is suspected that there's a vast impact of entrepreneurship training on entrepreneurial intentions The effects of the take a look at display that entrepreneurship training has a vast impact on the expectancies of entrepreneurial intentions as may be visible from the cost of P values $0.000 \leq 0.05$ this means that that entrepreneurship training has a vast impact on entrepreneurial intentions in step with research (Santy et al., 2017)

H4: Ha Accepted, this means that that entrepreneurship training has a vast impact on entrepreneurial intentions.

Hypothesis 5 :

It is suspected that there's a vast impact of self-efficacy on entrepreneurial intentions. The effects showed that self-efficacy has a vast impact on entrepreneurial intentions, as may be visible from the P values of $0.000 \leq 0.05$, this means that that self-efficacy does now no longer have a vast impact on expectancies of intention Entrepreneurship in Line with Research H5: Ha Accepted, this means that that self-efficacy has a vast impact on entrepreneurial intentions.

Table5. Mediation Test Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
X1 SUBJECTIVE NORM -> Y1 SELF-EFFICACY					
X1 SUBJECTIVE NORMS -> Y2 ENTREPRENEURIAL INTENTIONS	0.177	0.182	0.089	1.998	0.046
X2 ENTREPRENEURSHIP EDUCATION -> Y1 SELF-EFFICACY					
X2 ENTREPRENEURSHIP EDUCATION -> Y2 ENTREPRENEURIAL INTENTIONS	0.198	0.198	0.072	2.739	0.006
Y1 SELF-EFFICACY -> Y2 ENTREPRENEURIAL INTENTIONS					

H6 : Using Ha self-efficacy as an intervening variable, we hypothesize the influence of subjective norms on entrepreneurial intentions.

The impact of subjective norms on entrepreneurial intentions with self-efficacy as an intervening variable is presented with an original sample value of 0.177. With a t-statistic of 1.998 and a p-value of 0.046 exceeding 0.05, this result indicates that there is no direct effect between subjective norms of entrepreneurial intention and self-efficacy. As a variable in between. Therefore, self-efficacy cannot convey subjective norms towards entrepreneurial intentions, consistent with research (Putra& Melati, 2021)

H7 : Ha An Assumes the impact of entrepreneurial education on entrepreneurship with self-efficacy as an intervening variable. The effect of entrepreneurial education on entrepreneurship with self-efficacy as the intervening variable was shown at the original sample value of 0.198. Since the t-statistic of 2.739 and the p-value of 0.006 are equal to 0.05, this result indicates a direct effect between entrepreneurial education on entrepreneurship and self-efficacy as an intervention variable. increase. Thus, in agreement with research, self-efficacy may mediate entrepreneurial education and entrepreneurial intentions (Putra & Melati, 2021)

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the results of a review of the direct impact hypotheses that subjective norms have a large impact on effectiveness, subjective norms have a small impact on entrepreneurial intentions, and entrepreneurial education has a large impact on self-efficacy,

Entrepreneurship education has a great impact on self-efficacy Entrepreneurship education has a great impact on entrepreneurship, which does not convey subjective norms.

Recommendation

For subsequent researchers it is advisable to conduct research using different subjects and characteristics or stick to using the same variables but with different indicators as well as using other variables that can affect entrepreneurial intentions such as behavioral attitudes, control perceptions and learning motivation.

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